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ABSTRACT

This volume summarizes the results of the evaluation of the Austin (Texas) Independent School District 1981-82 State Compensatory Education Program. This technical report is organized into eight appendixes. Each appendix reports the information collected by a specific measure. Each appendix consists of (1) an instrument description, (2) purpose of the measure, (3) procedures used to collect the data, (4) summary of results, and (5) tables and figures presenting the data. The appendixes describe the following measures: (1) teacher service report, (2) counselor service report, (3) writing composition laboratory records, (4) transitional bilingual education, (5) planner logs, (6) Language Assessment Battery, (7) Iowa Tests of Basic Skills, and (8) Sequential Tests of Educational Progress. (Author/PN)

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FINAL TECHNICAL REPORT

State Compensatory Education

June 30, 1982

Appendixes

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Publication Number 81.57

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State Compensatory Education

Appendix A

TEACHER SERVICE REPORT

Instrument Description: Teacher Service Report

Brief description of the instrument:

The SCE Elementary Teachers Service Record for 1981-1982 is a three-part printout listing including all the students in each school with SCE teacher. Part One includes all SCE eligible students. Part two includes all the students that are not eligible for SCE, and part three includes students with unknown eligibility. A space is provided for the teacher to indicate whether a student was served for Reading/ Language Arts and/or Math, and whether a placement and/or end-of-program assessment instrument was used, and score(s) if available (Attachment A-2).

To whom was the instrument administered?

Twenty-three SCE elementary teachers received printouts (Attachment A-1).

How many times was the instrument administered?

Once to each teacher.

When was the instrument administered?

Printouts were distributed September 21, 1981 and retrieved by April 23, 1982.

Where was the instrument administered?

In a location of the teacher's choice.

Who administered the instrument?

Self-administered.

What training did the administrators have?

Teachers received a memo with instruction (Attachment A-3).

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None known.

Who developed the instrument?

Office of Research and Evaluation staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

TEACHER SERVICE REPORT

Purpose

The SCE Elementary Teacher Service Report for 1981-82 provided information relevant to the following decision and evaluation questions:

Decision Question D1: If SCE is refunded for 1982-83, should the Elementary Instructional Component be continued as is, modified, or discontinued?

Evaluation Question D1-1: What percentage of eligible students were actually served by SCE elementary teachers?

Evaluation Question D1-2: What percentage of eligible LEP students (i.e., those at schools without a bilingual teacher) were served by SCE bilingual teachers?

Evaluation Question D1-3: Did SCE teachers serve between 40-50 students per day?

Evaluation Question D1-5. What percentage of former Title I students now at non-Title I schools were served by SCE elementary teachers?

Evaluation Question D1-6: What teaching modes (i.e., self-contained/resource room, team teaching, or open-space classroom) were used by SCE teachers?

Evaluation Question D1-8: Did SCE teachers teach language arts and math? In what proportion?

Procedure

Data Collection

In September 1981, ORE generated a three-part computer list of all the students in schools with SCE teachers. The first part included all the students eligible for SCE services (i.e., all students with a 1981 ITBS score at or below the 30th percentile in reading, language arts, and/or mathematics). The second part of the listing included all the students whose eligibility was unknown because of lack of 1981 ITBS scores. The third part included all the noneligible students. A sample of these printouts is shown in Attachment A-2.

Each SCE teacher received the list of students during the week of September 21 along with a memorandum (Attachment A-3) with instructions

on the use of the list to determine service eligibility and to keep records for the final evaluation.

In April 1982, the SCE service records were retrieved through a memorandum (Attachment A-4) requesting all the SCE teachers to update their service records and return the updated lists to ORE. Along with their records, SCE teachers were asked to complete and return a survey with additional information (Attachment A-5). Through this survey SCE teachers provided suggestions to improve the SCE evaluation in the future (Attachment A-6).

The data from the printouts and surveys were processed to create the SCE "ELE" file (format shown in Attachment A-7).

Data Analyses

Through frequency counts in the ELE file, the number of students served for reading, language arts, and math for each grade level was determined. The number of students receiving instruction through each of the three teaching modes, the number of limited-English-proficient students served by a bilingually certified SCE teacher, and the number of students served by an SCE teacher in addition to migrant program or special education services were also obtained (Attachment A-8).

Results

Evaluation Question D1-1: What percentage of eligible students were actually served by SCE elementary teachers?

- 51.1% of eligible students in grades kindergarten to six, at schools with SCE teachers, were served in reading/language arts by an SCE teacher.

- 17.7% of eligible students in grades kindergarten to six, at schools with SCE teachers, were served in mathematics by an SCE teacher.

Evaluation Question D1-2: What percentage of eligible LEP students (i.e., those at schools without a bilingual teacher) were served by SCE bilingual teachers?

- 281 students were served by a bilingually certified SCE teacher. This represents:

  - 92% of the total number of LEP students (including English-monolingual, balanced-bilingual, and Spanish-monolingual) enrolled at schools with bilingually certified SCE teachers.

- 100% (87) LEP (Spanish-monolingual or dominant) students enrolled at schools with bilingually certified SCE teachers.

- 100% (19) LEP (Spanish-monolingual or dominant) students at grades without other bilingually certified teachers at schools with a bilingually certified SCE teacher.

- 9.9% (19) LEP (English-monolingual, balanced-bilingual, or Spanish-monolingual) students at schools and grades at which no other bilingually certified teacher is available.

- 35% (19) LEP (Spanish-monolingual or dominant) students at schools and grades at which no other bilingually certified teacher is available.

Evaluation Question D1-3: Did SCE teachers serve between 40-50 students per day?

On the average, SCE teachers served 41 students per day.

. The 16 nonbilingual SCE teachers served an average of 42 students per day.

. The seven bilingual SCE teachers served an average of 41 students per day.

Evaluation Question D1-5: What percentage of former Title I students now at non-Title I schools were served by SCE elementary teachers?

Out of 3607 former Title I students now enrolled at non-Title I schools, 536 (15%) are served by an SCE teacher.

. 520 received reading/language arts instruction from an SCE teacher.

. 193 received math instruction from an SCE teacher.

. 177 received both reading/language arts and math instruction from an SCE teacher.

Evaluation Question D1-6: What teaching modes (i.e., self-contained/ resource room, team teaching, or open-space classroom) were used by SCE teachers?

. 73% of the students received reading/language arts instruction and 67% of the students received math instruction from 18 SCE teachers in a self-contained/ resource room situation.

. 10% of the reading/language arts instruction received by SCE students was in a team-teaching mode (two teachers).

- 16% of the reading/language arts instruction received by SCE students was in an open-space classroom.

Evaluation Question D1-8: Did SCE teachers teach language arts and math? In what proportion?

- 100% of the teachers taught language arts an average of 88% of their time.
- 44% of the teachers taught math an average of 29% of their time.

Achievement Gains

The analyses of achievement gains and the results are presented in Appendix G of this report.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

1981 - 1982

Schools With SCE Teachers

School	Name of Teachers	Bilingually Certified
Barrington	Kay Monzingo	
Barton Hills	Angelica Guillen	
Blanton	Carmen Hendrickson	✓
Bryker Woods	Gladys Smith	
Casis	Joan Smith Annita Cormack	✓
Cook	Jennifer Swift Rosalinda Levy	
Cunningham	Mary Green	
Graham	Alicia Castro	✓
Gullett	Donna Moore	
Highland Park	Angelina Garcia	✓
Joslin	Jola Edwards Maria Salas	✓
Mathews	Emily Ramey	
Read	Joan Burditt	
Sunset Valley	Janie Carrington Malinda Walker	✓
Webb	Bobbie Kincheon Sylvia Lomas	✓
Wooldridge	Jane Whitaker Joanne Antrim	
Zilker	Anna Herring	

81.57

SCHOOL: [redacted] GRADE: 4 OFFICE OF RESEARCH AND EVALUATION DATE OF PRINTING: 03/29/82

THE FOLLOWING STUDENTS ARE ELIGIBLE FOR SCE INSTRUCTIONAL SERVICES BASED UPON AVAILABLE ITBS SCORES

STUDENT NUMBER	STUDENT NAME		RT %ILE	LT %ILE	MT %ILE	SCE ELIGIBILITY R/LA	SCE ELIGIBILITY MATH	CHECK IF SERVED	OPTIONAL: PLACEMENT INSTR/SCORE	OPTIONAL: FINAL INSTR/SCORE	COMMENTS
[redacted]	JOHN	T	45	21	43	SCE	NO	--			
[redacted]	CHRISTIN		22	27	07	SCE	SCE	--			
[redacted]	CHANCE	R	22	68		SCE		--			
[redacted]	JERRY	M			13		SCE	--			
[redacted]	DEMETRIA	E	40	78	27	NO	SCE	--			
[redacted]	JEAN	M	11	21	23	SCE	SCE	--			
[redacted]	SHAWN	A	32	65	13	NO	SCE	--			
[redacted]	TERRY		22	61	16	SCE	SCE	--			
[redacted]	SHIMON	L	145	215	115	SCE	SCE	--			
[redacted]	MARCUS	O	10		015	SCE	SCE	--			
[redacted]	JAMES	M	12	16	16	SCE	SCE	--			
[redacted]	KASSAUNE	E	15	45	05	SCE	SCE	--			
[redacted]	CLARENCE	L	065	215	135	SCE	SCE	--			
[redacted]	DIANA	L	26	61	01	SCE	SCE	--			
[redacted]	CANDICE	O	59	91	23	NO	SCE	--			

S = SPECIAL CIRCUMSTANCE, POSSIBLY INVALID SCORE.

NOTES: 1. TEST SCORES ARE FROM APRIL, 1981, IOWA TEST OF BASIC SKILLS.
RT=READING TOTALS LT=LANGUAGE TOTALS MT=MATH TOTAL

2. STUDENT ELIGIBILITY FOR SCE SERVICES IN READING/LANGUAGE ARTS (R/LA) OR MATH IS BASED UPON ITBS SCORES: MSCE=PREFERABLE AT 50 OR BELOW, STUDENT IS ELIGIBLE; NON-PREFERABLE ABOVE 50, STUDENT IS NOT ELIGIBLE; PLEASE SEE FILE FOR MORE INFORMATION.

A-8

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Attachment A-2

Attachment A-3
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 21, 1981

TO: SCE Teachers

THROUGH: Timy Baranoff and Freda Holley

FROM: Connie Cripps and Evangelina Mangino

SUBJECT: SCE Eligibility and Record Keeping

As we promised you at the SCE orientation meeting on September 16, enclosed are the SCE STUDENT ELIGIBILITY printouts for your school.

The printout is divided into three sections. Each section has a different heading:

1. The Following Students Are ELIGIBLE FOR SCE Instructional Services Based Upon Available ITBS Scores

2. The Following Students Are NOT ELIGIBLE FOR SCE Instructional Services Based Upon Available ITBS Scores

3. The Eligibility of the Following Students for SCE Instructional Services Is Unknown (No Scores Available)

The eligible student section includes all the students in your school who scored at or below the 30th percentile in reading, language arts, or math. The printout shows Reading Total percentile (RT %ile), Language Total percentile (LT %ile), and Math Total percentile (MT %ile) for each student. Reading and language arts are combined in "R/LA SCE Eligibility." The printout indicates "SCE" if the student is eligible for R/LA, for Math or, for both. If the space under either R/LA or Math SCE Eligibility is blank, this means there are no ITBS scores available for determining eligibility and other criteria should be used.

The right side of the printout provides space for you to indicate which students are served on a regular basis. If an instrument was used for placement and/or end-of-program assessment, indicate instrument and score in the appropriate column. The space for comments allows you to write any unusual circumstances you think significantly affect a student's achievement (e.g. prolonged absence).

Students suspected to be SCE eligible (i.e.,poor school performance) and who are not in the ELIGIBLE FOR SCE printout should be located in either of the other two printouts. If the student is in the "UNKNOWN" eligibility printout, testing and placement should be done by the school. The district provides diagnostic instruments in reading and math. Check with your librarian and instructional coordinator. If the student is in the NOT ELIGIBLE FOR SCE printout, the classroom teacher should seek assistance from the instructional coordinator.

In April 1982, the original printout with your records and scores will be collected by ORE for data analysis. The carbon copy will be left for your records.

If you have any questions on the use of this printout and record keeping, please contact Connie Cripps at 451-8411 or Evangelina Mangino, ORE, 458-1227.

Approved: Ruth MacAllister

Ruth MacAllister, Assistant Superintendent for Elementary Education

EM:bw
cc: Hermelinda Rodriguez
Elementary Principals

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 5, 1982

TO: SCE Teachers

FROM: Evangelina Mangino, SCE Evaluator

SUBJECT: Data Collection for SCE Evaluation

In September you received an SCE STUDENT ELIGIBILITY printout and a memo with instructions on how to use the printout.

The memo indicated the original of the printout with your records and scores would be collected in April. Please update your printout checking every student you have served on a regular basis. Do this on the printout with the heading "THE FOLLOWING STUDENTS ARE ELIGIBLE FOR SCE INSTRUCTIONAL SERVICES BASED UPON AVAILABLE ITBS SCORES." Add the names of any students who were served but were not included in the printout. Keep the carbon copy for your records and send the updated original to me at ORE by April 16. Along with the printout, please complete and return the enclosed survey. It should not take too much of your time and will yield information that is essential in answering some questions in the SCE Evaluation Design.

If you have any questions, please call me at ORE, 458-1227.

EM:bw
Attachment
cc: Timy Baranoff
Hermelinda Rodriguez
Principals

APPROVED: Linda M Hall
Director, Office of Research and Evaluation

APPROVED: Ruth MacAllister
Assistant Superintendent for Elementary Education

Attachment A-5

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

SCE Elementary Teachers
1981-1982

Teacher _____

School _____

1. Which teaching mode do you use most of the time?

___ Self-Contained/Resource Room (students receive some Reading/Language Arts and Math instruction in regular classroom and additional instruction in the SCE classroom).

___ Team Teaching (SCE teacher plans and implements instruction along with the regular classroom teacher).

___ Open Space Classroom (SCE teacher works with SCE students in the regular classroom while the regular classroom teacher works with the rest of the students).

2. How many students do you serve daily? _____

3. What percentage of your time do you spend in the following subject areas?

_____ Math

_____ Reading

_____ Language Arts

(Must add up to 100%)

4. Do you have any suggestions to improve the SCE evaluation (i.e. record system, assessment instruments, coordination, etc.)?

_____

_____

_____

_____

_____

SCE TEACHERS SUGGESTIONS TO IMPROVE SCE EVALUATION

1. We need a test assessment and a record system to show if our kids have improved or not.

2. Coordinators should assist principals with determining the teaching mode and schedule. By being neutral on these decisions, the SCE teacher can escape arising conflicts with classroom teachers over schedules and teaching modes used.

3. I think the SCE evaluation as already planned is good.

4. It would be helpful to have a designated contact person from the beginning of the year. I would also like to be familiar with the guidelines from day one if possible. Also, what records are necessary for evaluation purposes.

5. I think because our children's gains aren't reflected adequately on ITBS that another instrument should be used to evaluate their progress either in addition to or instead of the one used. One perhaps geared to the basals we use. Pre- and posttesting would be required of course.

6. A method to pre- and posttest children besides ITBS. Develop or purchase a test that shows small gains in reading comprehension and related skills. This way SCE teachers would feel more comfortable about generalized statements about progress. It could provide the basis for SCE teachers to share common experiences. Now assessment procedures and instruments used vary too much for ORE to utilize data gathered by teachers. Perhaps with the emphasis on the new basals, an inventory could be devised using each basal series as the starting point. In that way, teachers, as well as ORE, could monitor more closely actual gains in reading progress. Standardized pretests could also help in placements in a particular basal if a teacher desired such an approach. (Since basals are "calibrated" in levels and/or semester units--some simple coding of gains could be implemented.)

7. I hope that not too much emphasis is placed on these students' ITBS scores--as a whole, they function very poorly on the standardized tests.

8. The eligibility printouts are very helpful. They are a quick reference for determining SCE classes.

9. At present the system is not working for over one-half of the students as first graders have no pre-scores (no ITBS in Grade K) to compare with post-scores, AND Spanish dominant not evaluated by ITBS.

10. ITBS scores do not reflect the progress that we see on IRI's. Also, we use IRI's (in addition to ITBS) to select students in the beginning, because we find some students who score low on ITBS who read well on IRI.

11. I would like some assistance at the beginning of the school term to help me determine how best to serve the students. At present, I serve a small number of students for extended time, e.g. math - 30 minutes, reading - 40 minutes, spelling - 30 minutes daily. I would like some administration input as to whether research shows that this is a productive use of time, or whether I would do better to serve more children for less time.

12. This evaluation came or was due too soon--we have not yet given our final tests (for more accurate instructional level scores). Therefore, I've given my instructional level assessment of each of my students. Coordination of instructional workshops and timing are "off." Initial and preceding workshops came too late in the year. I wish I had known what I learned in workshops at the beginning of the year rather than later!

13. We need assessment instruments to accurately measure students gains.

14. Periodic meetings (every six weeks) with other SCE teachers/ coordinators for discussion of happenings, problems, sharing of ideas/situations.

    Written guidelines for individual classroom teachers about what the SCE program (teacher) may/may not do in a classroom setting.

15. We need inservice for SCE office before school starts to find out how to set up the program. Also, a liaison person from SCE is needed to answer questions in the beginning (program set-up, record-keeping, etc.) and during the course of the year. Lastly, more meetings with other SCE teachers is needed.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

SCE Elementary Analyses
1981 - 1982

Programmer Task

1. Secure access to and formats for:
   - TSF (SCE Teacher Service File) (attached format)
   - 1982 ITBS File
   - 1981 ITBS File
   - Student Master File
   - SEMS File
   - Migrant File

2. Create new file "ELE" (see format below)

3. Calculate frequencies for the following fields:

#43-45 and 53-55 are not 0		46-48 and 84-86	99
46-48 and 56-58		49-51 and 87-89	100
49-51 and 59-61		90	101
43-45 and 63-65		91	102
46-48 and 66-68		92	103
49-51 and 69-71		93	104
43-45 and 72-74		94	
46-48 and 75-77		95	
49-51 and 78-80		97	
43-45 and 81-83		98	

ELE Data File Layout
(By Grade Level)

Data Source	Location	Description
	1-3	ELE
TSF	4-10	Student ID
TSF	11-25	Last Name
TSF	26-35	First Name
TSF	36-36	Middle Initial
SMF	37-37	Ethnic Code
TSF	38-40	School Code
TSF	41-42	Grade
ITBS 1982	43-45	1982 ITBS Reading G.E. RT
ITBS 1982	46-48	1982 ITBS Language Arts G.E. LT
ITBS 1982	49-51	1982 ITBS Math G.E. MT
	52-52	Blank
ITBS 1981	53-55	1981 ITBS Reading G.E. if %ile < 31.
ITBS 1981	56-58	1981 ITBS Language Arts G.E. if %ile < 31.
ITBS 1981	59-61	1981 ITBS Math G.E. if %ile < 31.
	62-62	Blank
TSF ITBS 1981	63-65	1981 Reading G.E. if %ile < 31; if Mode=1; if Served in Reading/Language Arts
TSF ITBS 1981	66-68	1981 Language Arts G.E. if %ile < 31; if Mode=1; if Served in Reading/Language Arts
TSF ITBS 1981	69-71	1981 Math G.E. if %ile < 31; if Mode=1; if Served in Math
TSF ITBS 1981	72-74	1981 Reading G.E. if %ile < 31; if Mode=2; if Served in Reading/Language Arts
TSF ITBS 1981	75-77	1981 Language Arts G.E. if %ile < 31; if Mode=2; if Served in Reading/Language Arts
TSF ITBS 1981	78-80	1981 Math G.E. if %ile < 31; if Mode=2; if Served in Math
TSF ITBS 1981	81-83	1981 Reading G.E. if %ile < 31; if Mode=3; if Served in Reading/Language Arts
TSF ITBS 1981	84-86	1981 Language Arts G.E. if %ile < 31; if Mode=3; if Served in Reading/Language Arts
TSF ITBS 1981	87-89	1981 Math G.E. if %ile < 31; if Mode=3; if Served in Math
TSF	90-90	1 if Mode=1 and Served in Reading/Language Arts; 0 otherwise
TSF	91-91	1 if Mode=2 and Served in Reading/Language Arts; 0 otherwise
TSF	92-92	1 if Mode=3 and Served in Reading/Language Arts; 0 otherwise
TSF	93-93	1 if Mode=1 and Served in Math; 0 otherwise
TSF	94-94	1 if Mode=2 and Served in Math; 0 otherwise
TSF	95-95	1 if Mode=3 and Served in Math; 0 otherwise
	96-96	Blank
TSF	97-97	1 if Served in Reading/Language Arts; 0 otherwise
TSF	98-98	1 if Served in Math; 0 otherwise
TSF	99-99	1 if Bilingual Teacher; 0 otherwise
TSF	100-100	1 if Non-Bilingual Teacher; 0 otherwise
MIGRANT	101-101	1 if SCE Served (1 in column 82 and 83) and Migrant; 0 otherwise
MIGRANT	102-102	1 if not SCE Served (0 in column 82 and 83) and Migrant; 0 otherwise
SPECIAL ED	103-103	1 if SCE Served (1 in column 82 and 83) and Special Ed. (anyone on SEMS file); 0 otherwise
SPECIAL ED	104-104	1 if not SCE Served (0 in col. 82 and 83) and Special Ed. (anyone on SEMS file); 0 otherwise

ELE Counts in Order of File Occurence

Field	Description	Count
1	1982 Reading Score	2146
2	1982 Language Arts Score	2148
3	1982 Math Score	2182
4	1981 Reading Score (<31%ile)	1855
5	1981 Language Arts Score (<31%ile)	1373
6	1981 Math (<31%ile)	1799
7	1981 and 1982 Reading Scores	1464
8	1981 and 1982 Language Arts Score	1040
9	1981 and 1982 Math Scores	1436
10	Reading Scores - Served R/L.A. - Mode 1	443
11	L.A. Scores - Served R/L.A. - Mode 1	329
12	Math Scores - Served Math - Mode 1	94
13	Reading Scores - Served R/L.A. - Mode 2	56
14	L.A. Scores - Served R/L.A. - Mode 2	39
15	Math Scores - Served Math - Mode 2	35
16	Reading Scores - Served R/L.A. - Mode 3	99
17	L.A. Scores - Served R/L.A. - Mode 3	82
18	Math Scores - Served Math - Mode 3	34
19	Served in Reading/L.A.	947
20	Served in Math	318
21	Served by Bilingual Teacher	281
22	Served by Non-bilingual Teacher	700
23	SCE Served and Migrant	25
24	Not SCE Served and Migrant	14
25	SCE Served and Special Education	110
26	Not SCE Served and Special Education	300

State Compensatory Education

Appendix B

COUNSELOR SERVICE REPORT

81.57 Instrument Description: Counselor Service Report

Brief description of the instrument:

The Elementary Counseling Record is a form which provides blank student ID spaces to affix computer-generated student labels. This system allows each counselor to set up the student records in any preferred order (i.e., alphabetical, grade, teacher). For each student in the school, spaces are alloted to record each time a service is provided. A box is provided to report the total for each type of service and reason for providing it (Attachment B-4).

To whom was the instrument administered?

Altogether, 23 counselors funded with SCE and local funds; nine locally funded counselors; one Special Education funded counselor (Attachment B-1).

How many times was the instrument administered?

Once to each counselor.

When was the instrument administered?

October 8, 1981 - April 30, 1982.

Where was the instrument administered?

In a location of the counselor's choice.

Who administered the instrument?

Self-administered.

What training did the administrators have?

Counselors received a memo (Attachment B-2) with instructions (Attachment B-3).

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None known.

Who developed the instrument?

Office of Research and Evaluation staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

COUNSELOR SERVICE REPORT

Purpose

The SCE Elementary Counselor Service Report for 1981-82 provided information relevant to the following decision and evaluation questions:

> Decision Question D4: If SCE is refunded for 1982-83, should the Guidance and Counseling Component be continued as is, modified, or discontinued?
>
> > Evaluation Question D4-1: What percentage of eligible students (i.e., at or below 30th percentile and served by SCE or Title I teacher) are actually served by SCE counselors?
> >
> > Evaluation Question D4-2: What proportion of services were individual counseling, small group sessions, teacher counseling and consultation, referral to AISD personnel, referral to agency, and parent counseling?
> >
> > Evaluation Question D4-3: What proportion of services were for academic, developmental, behavior, attendance, health, and family reasons?

Procedure

Data Collection

In the early fall of 1981, the 23 SCE counselors (28 schools) (Attachment B-1) and the 10 non-SCE counselors (12 schools) (Attachment B-1) received a printed label for each and every student in their school and record-keeping forms (Attachment B-4). This record-keeping system was designed by ORE and revised by the Guidance and Counseling Steering Committee. Directions for using the Student Counseling Record System were sent to all counselors along with a memorandum (Attachment B-2) and are shown in Attachment B-3.

During April 1982 all counselors received a memorandum reminding them to calculate the totals for each category on their record sheets and send them to ORE by May 7 for analysis (Attachment B-5).

All counselors but one (2 schools) sent in their records. This counselor had health problems and then retired without sending to ORE the records for the two schools she serviced (Rosewood and Rosedale). All analyses, therefore, are done including 37 schools.

Upon receipt by ORE, the counselor records were checked for completeness and a Counselor Service File was created with the format shown in Attachment B-6. This file was used for all the data analysis which follows.

Data Analysis

The Counselor Service File was used to determine the number of students served by elementary counselors. This information was broken down by school, by type of service, and by reason for service (Attachment B-7).

Results

Evaluation Question D4-1. What percentage of eligible students (i.e., at or below 30th percentile in reading, language arts, or math and served by SCE or Title I teacher) are actually served by SCE counselors?

Even though the evaluation question calls for students who are SCE and served by SCE or Title I teachers, the answer is based on all SCE-eligible students.

For all the schools with an SCE funded counselor, 64.2% of SCE-eligible students were served by the counselor. Following is a breakdown by school:

School	SCE Students Served	School	SCE Students Served
Allan (142)	24.3%	Norman (150)	60.3%
Allison (101)	86.3%	Oak Springs (125)	37.2%
Becker (104)	49.8%	Ortega (126)	71.0%
Blackshear (105)	88.1%	Pecan Springs (129)	84.0%
Brooke (108)	67.4%	Ridgetop (133)	53.4%
Brown (109)	89.8%	Rosedale (134)	4.0%*
Campbell (111)	68.3%	Rosewood (135)	9.1%*
Dawson (114)	93.6%	Sanchez (127)	60.4%
Govalle (116)	34.3%	Sims (139)	96.1%
Harris (118)	20.2%	Travis Heights (140)	89.1%
Langford (168)	40.5%	Walnut Creek (141)	93.3%
Linder (160)	59.1%	Winn (157)	88.0%
Maplewood (122)	91.3%	Wooten (144)	63.0%
Metz (124)	79.0%	Zavala (145)	91.4%

All schools with SCE-funded counselor = 64.2%.

*These students were served at other schools from/to which they transferred.

Evaluation Question D4-2: What proportion of services were individual counseling, small-group session, teacher counseling and consultation, referral to AISD personnel, referral to an agency, and parent counseling?

Following is the percentage of counseling interventions for each of the services provided by the counselors at the 37 schools (Figure B-1). A separate report by school is presented in Attachment B-7.

Type of Intervention	Number of Interventions	Percentage
Individual Counseling	7,873	25.4
Small-group Session	10,043	32.4
Teacher Counseling and Consultation	7,218	23.3
Referral to AISD Personnel	2,345	7.6
Referral to an Agency	493	1.6
Parent Counseling	3,022	9.7

Figure B-1. PERCENTAGE OF INTERVENTION PER TYPE OF SERVICES PROVIDED BY ALL ELEMENTARY COUNSELORS.

Evaluation Question D4-3. What proportion of services were for academic, developmental, behavioral, attendance, or health and family reasons?

Following is the percentage of counseling interventions for each of the reasons (Figure B-2). A separate report by school is presented in Attachment B-7.

Reason for Intervention	Number of Interventions	Percentage
Academic	4,101	19.7
Developmental or Preventive	10,104	48.7
Behavior or Intervention	4,328	20.8
Attendance	280	1.3
Health or Family	1,955	9.4

Figure B-2. PERCENTAGE OF COUNSELING INTERVENTIONS PER REASON AT ALL SCHOOLS WITH COUNSELOR.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

1981 - 1982

ELEMENTARY COUNSELORS

School	Name of Counselor	SCE Funded
Allan	Melba Davis	✓
Allison	Guadalupe Gier	✓
Andrews	Janet Leeth	
Becker	Brenda Guerra	✓
Blackshear	Sarah Firestone	✓
Blanton	Ouida Bohac	
Brooke	Wayne Norris	✓
Brown	Frankie Brown	✓
Campbell	Christella Cain	✓
Cook	Marsha Sharp	
Dawson	Minnette Mueller	✓
Govalle	JoAnn Campos	✓
Harris	Mary Rowland	✓
Houston	Lorna Petch	
Joslin	Jack Brock	
Langford	Yvonne Ferguson	✓
Linder	Clara Walker	✓
Maplewood	Adrienne Grooms	✓
Metz	Mary Caldwell	✓
Norman	Harriett Franks	✓
Oak Springs	Nell Houston	✓
Odom	Charlene Cole	
Ortega	Sylvia Nichols	✓
Pecan Springs	Ouida Bohac	✓
Pleasant Hill	Margery Johnson	
Ridgetop	Orphalinda Bazan	✓
Rosedale	Virginia Foote	✓
Rosewood	Virginia Foote	✓
Sanchez	Orphalinda Bazan	✓
Sims	Adrienne Grooms	✓
Sunset Valley	Lupe Gier	
Travis Heights	Denise Clark	✓
Walnut Creek	Harriett Franks	✓
Webb	Sandra Baran	
Williams	Mabel Schmer	
Winn	Birdie Caldwell	✓
Wooten	Sylvia Nichols	✓
"	Sudie Steele	Special Education
Zavala	Jane Hembree	✓
Zilker	Adeline Hamilton	

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 8, 1981

TO: Elementary Counselors

THROUGH: Hermelinda Rodriguez HR and Freda Holley FH

FROM: Gloria Richards G.R. and Evangelina Mangino EM

SUBJECT: Student Counseling Record System

After the elementary counselors' meeting held August 20, the elementary counselors' supervisor and Steering Committee met with the Office of Research and Evaluation staff to discuss instruments for evaluating the Guidance and Counseling Program. The ORE staff presented a draft of a recording system. After a review and discussion, the Steering Committee made suggestions and ORE staff finalized the design.

The Student Counseling Record System was designed to reduce the time and effort required by counselors' record keeping activities, as well as to provide a format that would allow a more efficient use of existing information by the evaluation component.

The Student Counseling Record System allows each counselor to set up the student records in any preferred order (i.e., alphabetical order, grade, teacher), without the reported inconveniences of the Student Counseling Record cards used in the past.

The directions for using the Student Counseling Record System are attached. If you have any questions regarding the use of the Student Counseling Record System call Gloria Richards at Elementary School Management or Evangelina Mangino at ORE.

Approved: Ruth MacAllister
Ruth MacAllister, Assistant Superintendent for Elementary Education

EM:bw
cc: Timy Baranoff
Elementary Principals

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

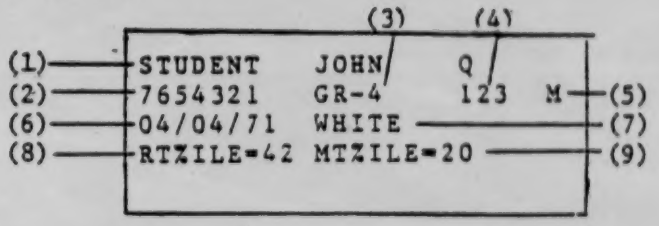
September 1981

Elementary Counseling and Guidance

Directions for Using the Student Counseling Recording System

1. Affix the computer-generated student labels onto the blank Student Counseling Record forms.

   Student labels include the student's name (1) and ID number (2), grade level (3) school number (4), sex (5), birth date (6), ethnicity (7), Reading Total (percentile) (8), and Math Total (percentile) (9).



   The order in which you set up your record keeping form should be one which suits better your record keeping needs (i.e., alphabetical, grade, teacher, etc.).

2. Insert the record keeping forms in your red counseling notebook.

3. Each time you provide services to a student, directly or indirectly (i.e., one-on-one counseling, teacher conference, parent conference, agency referral, etc.), record it in the space provided by each student label. Check as many categories as apply each time you serve a student.

   The categories provided in the forms are the following:

   Services provided:
   - I = Individual
   - G = Small group
   - T = Teacher
   - S = AISD staff
   - A = Agency
   - P = Parent

Reason for service:

Ac = Academic

De/Pr = Developmental or Preventive (includes group guidance, working on self-concept, language development, etc.)

Be/In = Behavior or Intervention (includes time-out, plan making for behavior, pupil conference, etc.)

At = Attendance

He/Fa = Health problems (hearing, vision, etc.) or family needs.

The recording mode, again, should accomodate your own style. You can either tally or write in the date on which the service was given or a check and a follow-up date (if appropriate).

4. The first week in May, calculate the total for each category for each student and write it in the shaded areas on the forms. The forms will be retrieved by ORE and returned to you as soon as the data are entered into our files.

ELEMENTARY COUNSELING RECORDS

_____ Counselor Teacher _____

_____ School Year _____ Grade _____

Student ID	Services Provided						Reason for Serving				
	I	G	T	S	A	P	Ac	De/Pr	Be/In	At	He/Fa
[redacted] KELLEY 7031181 GR-1 166 F 12/31/74 BLACK											
[redacted] JAMES J 6558902 GR-1 166 M 11/04/74 HISPA											
[redacted] DANIEL E 7506183 GR-1 166 I 11/13/74 ANGLO											

I= Individual
G= Small Group
T= Teacher
S= AISD Staff
A= Agency
P= Parent

Ac= Academic
De/Pr= Developmental or Preventive
Be/In= Behavior or Intervention
At= Attendance
He/Fa= Health or Family

[ ] Total Number of Times Each Category Was Used During The Year.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 5, 1982

TO: Elementary Counselors

FROM: Gloria Richards and Evangelina Mangino

SUBJECT: Student Counseling Records for Final Report

In October you received the Counseling Record forms and the computer generated student labels necessary for record keeping of counseling services rendered. You were asked to record each time you provide services to a student by checking as many categories as apply.

The memo sent to you along with the record keeping materials stated that your complete records would be retreived by ORE the first week of May and returned to you as soon as the data are entered into our files.

May is quickly approaching, and at this time I would like to remind you to calculate the total for each category for each student and write it in the areas provided in the forms. Please complete your forms and send them to ORE by May 7.

If you have any questions please call me at ORE, 458-1227.

GL:EM:bw
cc: Hermelinda Rodriguez
Principals

APPROVED: Director, Office of Research and Evaluation

APPROVED: Assistant Superintendent for Elementary Education

FILE ID CSF

CARD FILE LAYOUT

PAGE 1 OF 2

PROGRAM

DATE 4-19-82

81.57

CONTENTS: Counselor Service File 1981 - 1982
(Evangelina Mangino)

LOCATION FROM - TO	FIELD LENGTH	DATA TYPE	DESCRIPTION	VARIABLE NAME
1 - 3	3	AN	CSF	File ID
4 - 10	7	N	Student ID	ID
11 - 11	1	-	Blank	
12 - 26	15	AN	Student Last Name	Last
27 - 36	10	AN	Student First Name	Name
37 - 37	1	AN	Student Middle Initial	MI
38 - 40	3	N	School Code	School
41 -42	2	N	Grade	Grade
43 - 43	1	-	Blank	
44 - 44	1	N	Served by Counselor	Counsel
45 - 46	2	N	Total Individual "I"	TOTI
47 - 48	2	N	Total Small Group "G"	TOTG
49 - 50	2	N	Total Teacher "T"	TOTT
51 - 52	2	N	Total AISD Staff "S"	TOTS
53 - 54	2	N	Total Agency "A"	TOTA

B-12

Attachment B-6
(Page 1 of 2)

Counseling Service Distribution
For All Schools and By School

Key

Type of Service

1. Individual Counseling
2. Small Group
3. Counseling with Teacher
4. Counseling with AISD Staff
5. Referral to Agency
6. Counseling with Parent

Reason Served

1. Academic
2. Developmental or Preventive
3. Behavior or Intervention
4. Attendance
5. Health or Family

SCHOOL = TOT:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	7873	3448	4273	11146	12958	10469
1	1672	2346	2317	753	273	1313
2	1060	1090	1383	484	89	837
3	744	953	910	247	47	397
4	487	676	580	128	30	226
5	377	622	541	105	25	114
6	1279	4366	1575	628	25	135
AVERAGE	4.8	6.2	4.4	5.3	2.2	2.3

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	9383	3387	9163	13211	11536
1	2161	3644	1496	146	1152
2	649	961	718	42	272
3	312	618	494	32	176
4	335	508	311	17	89
5	169	522	325	18	73
6	543	1891	944	25	142
AVERAGE	3.1	5.9	4.4	2.7	2.5

SCHOOL = 1311

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	353	9	230	381	356	351
1	15	207	50	0	29	18
2	0	17	72	0	0	1
3	3	0	26	0	0	0
4	3	0	2	0	0	1
5	3	7	1	0	0	0
6	7	145	0	0	0	0
AVERAGE	4.6	4.9	1.9	.0	1.0	1.3

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	224	9	351	378	353
1	153	292	26	3	21
2	4	93	1	0	3
3	0	1	2	0	3
4	0	0	0	0	0
5	0	0	0	0	1
6	0	0	1	0	0
AVERAGE	1.2	1.2	1.4	1.0	1.5

SCHOOL = 1321

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	20	184	101	207	232	127
1	23	3	47	12	2	50
2	49	4	54	7	0	37
3	16	0	21	8	1	16
4	24	25	6	1	0	4
5	23	17	6	0	0	0
6	47	22	0	0	0	1
AVERAGE	4.1	4.8	2.0	1.9	1.7	1.9

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	313	66	172	233	210
1	7	14	6	0	4
2	5	19	9	0	4
3	3	11	3	0	3
4	3	15	5	1	2
5	0	15	0	0	3
6	4	25	20	1	5
AVERAGE	5.3	7.0	6.2	5.5	5.8

SCHOOL = 1041

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	216	119	204	219	301	239
1	55	189	24	52	8	32
2	19	0	31	22	6	26
3	14	4	23	14	4	20
4	11	3	16	8	2	7
5	4	0	13	2	0	0
6	27	11	12	9	1	2
AVERAGE	2.8	1.5	3.5	2.4	2.2	2.2

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	176	124	243	311	244
1	106	152	30	5	40
2	33	17	19	4	20
3	8	10	13	3	15
4	1	6	7	2	1
5	4	0	4	2	3
6	1	6	7	0	2
AVERAGE	1.6	1.6	2.8	2.3	2.1

SCHOOL = 1091

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	379	9	344	408	474	430
1	47	14	99	7	1	41
2	21	14	19	0	0	3
3	17	19	8	0	0	0
4	9	23	2	0	0	1
5	2	54	1	0	0	0
6	4	352	2	0	0	0
AVERAGE	1.1	7.7	1.6	1.0	1.0	1.1

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	419	6	318	474	423
1	52	11	72	1	25
2	11	13	32	0	11
3	2	17	27	0	4
4	0	31	11	0	1
5	0	62	3	0	4
6	0	335	12	0	7
AVERAGE	1.2	7.3	2.3	1.0	2.6

SCHOOL = 1041

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	436	3	5	531	547	509
1	14	69	146	3	3	9
2	10	113	187	0	0	17
3	24	173	34	1	0	9
4	22	55	92	1	0	3
5	11	107	45	0	0	1
6	9	71	51	0	0	3
AVERAGE	3.3	3.0	2.9	1.7	1.0	2.6

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	540	21	473	539	546
1	6	16	2	3	3
2	1	53	19	2	0
3	1	78	15	4	1
4	1	36	14	0	0
5	1	99	7	1	0
6	2	252	15	2	0
AVERAGE	2.0	4.6	4.7	3.9	1.5

SCHOOL = 1391

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	103	29	146	192	204	161
1	13	40	19	22	11	32
2	8	49	31	3	0	13
3	10	92	16	0	0	9
4	4	3	5	0	0	2
5	11	0	1	0	0	0
6	18	36	0	0	0	0
AVERAGE	4.3	4.4	2.1	1.1	1.0	1.7

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	196	17	134	209	206
1	17	43	6	6	4
2	3	95	4	0	1
3	1	39	4	1	3
4	0	21	4	0	1
5	1	7	7	1	1
6	2	11	44	0	1
AVERAGE	1.1	4.0	5.5	1.0	1.2

BEST COPY AVAILABLE

SCHOOL = 109:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	292	4	77	541	637	399
1	10	0	203	9	1	28
2	55	4	136	48	5	121
3	33	44	48	2	2	56
4	77	63	100	4	0	36
5	5	1	7	0	0	2
6	162	924	74	1	0	3
AVERAGE	17.2	12.5	3.0	2.1	2.1	2.9

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	915	38	456	632	469
1	130	607	199	13	156
2	1	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
AVERAGE	1.0	1.0	1.0	1.0	1.0

SCHOOL = 111:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	98	5	224	224	225	217
1	5	0	0	1	0	2
2	29	0	0	0	0	2
3	22	0	1	0	0	2
4	15	0	0	0	0	2
5	2	0	0	0	0	0
6	54	220	0	0	0	0
AVERAGE	3.9	6.0	3.0	1.0	.0	2.5

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	217	0	39	221	207
1	4	20	14	1	16
2	0	1	16	0	2
3	0	0	27	0	1
4	0	0	15	0	0
5	1	1	7	0	0
6	1	203	57	3	1
AVERAGE	4.8	6.1	7.4	0.9	1.6

SCHOOL = 114:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	450	5	469	513	568	449
1	77	11	39	39	24	54
2	51	22	42	29	7	55
3	10	3	21	7	2	5
4	13	6	32	20	3	20
5	3	1	1	0	0	1
6	1	555	2	0	3	3
AVERAGE	1.3	12.2	2.6	2.1	2.1	2.1

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	440	29	490	534	566
1	33	4	49	8	24
2	13	9	45	0	9
3	3	3	7	2	1
4	11	4	14	1	4
5	2	1	2	1	0
6	1	555	30	1	3
AVERAGE	4.1	12.3	3.7	2.2	1.9

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SCHOOL = 1151

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	251	53	275	326	332	321
1	15	3	6	6	1	5
2	12	85	13	1	1	4
3	12	90	11	1	0	2
4	11	30	14	0	0	3
5	11	49	7	0	0	3
6	22	25	10	0	0	2
AVERAGE	4.2	3.4	3.8	1.4	1.5	2.5

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	303	49	272	331	312
1	1	12	11	1	7
2	4	94	13	0	1
3	3	90	11	1	7
4	0	12	11	1	0
5	2	51	0	0	3
6	3	96	10	3	4
AVERAGE	3.3	3.5	3.8	2.7	3.2

SCHOOL = 1181

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	29	35	111	111	111	111
1	3	5	0	0	0	0
2	8	3	0	0	0	0
3	10	8	0	0	0	0
4	4	7	0	0	0	0
5	12	7	0	0	0	0
6	43	46	0	0	0	0
AVERAGE	6.3	7.8	.0	.0	.0	.0

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	110	11	50	109	111
1	0	1	4	3	0
2	0	3	10	0	0
3	0	7	6	1	0
4	1	11	10	0	0
5	0	7	9	0	0
6	0	71	14	1	0
AVERAGE	4.0	4.9	4.4	5.5	.0

SCHOOL = 1201

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	117	175	278	373	383	335
1	74	14	52	12	7	33
2	35	17	32	6	3	15
3	52	35	14	2	1	6
4	27	3	4	0	0	3
5	36	42	11	0	2	1
6	94	107	4	2	1	2
AVERAGE	4.5	12.2	2.2	2.2	1.6	1.9

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	197	197	309	392	397
1	151	157	43	2	47
2	19	15	11	0	8
3	16	8	14	1	6
4	4	3	2	0	3
5	1	3	5	0	4
6	3	9	11	0	7
AVERAGE	1.4	1.6	3.1	1.7	1.6

BEST COPY AVAILABLE

SCHOOL = 1221

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	393	20	0	0	425	361
1	11	0	0	0	4	6
2	17	0	0	0	0	35
3	5	50	0	0	0	1
4	1	63	14	1	0	11
5	1	7A	1	17	0	5
6	1	211	410	411	0	10
AVERAGE	2.1	9.0	13.9	14.9	1.0	3.4

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	0	92	351	425	419
1	1	131	9	0	7
2	2	0	19	3	2
3	0	2	14	0	0
4	154	0	10	0	4
5	0	21	5	1	0
6	270	183	22	0	1
AVERAGE	7.1	3.0	4.4	2.8	2.8

SCHOOL = 1241

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	170	228	7	305	336	284
1	93	93	126	14	1	22
2	29	17	37	6	0	13
3	11	11	35	5	0	7
4	10	9	20	2	1	4
5	5	8	23	1	0	6
6	30	12	89	1	0	2
AVERAGE	3.4	2.3	4.5	2.3	2.5	2.4

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	214	94	239	336	327
1	74	118	41	1	4
2	21	30	13	0	0
3	3	21	15	0	0
4	3	10	11	0	0
5	4	12	9	1	1
6	14	41	14	0	0
AVERAGE	2.8	3.9	3.7	3.0	1.9

SCHOOL = 1251

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	34	102	44	100	141	101
1	40	16	71	33	4	28
2	30	7	17	7	0	13
3	14	7	6	5	0	3
4	4	3	5	0	0	1
5	8	4	1	1	1	0
6	19	8	3	1	1	1
AVERAGE	1.9	1.5	1.7	1.6	2.7	1.7

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	111	113	39	143	131
1	23	12	50	3	6
2	6	3	24	0	8
3	4	0	14	1	1
4	1	1	7	0	2
5	1	1	13	0	1
6	1	11	7	0	0
AVERAGE	1.1	2.4	2.4	1.5	1.7

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SCHOOL = 124:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	34	124	5	157	177	155
1	20	11	20	14	8	20
2	10	5	9	11	4	9
3	7	2	7	2	2	6
4	24	9	24	5	1	2
5	13	2	13	1	0	2
6	79	43	114	6	3	2
AVERAGE	6.2	7.1	6.9	3.1	3.0	2.1

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	124	72	88	191	158
1	15	13	23	1	19
2	10	6	11	1	6
3	7	6	13	1	10
4	10	12	13	0	1
5	2	9	10	0	0
6	29	78	39	2	2
AVERAGE	5.1	7.2	5.0	6.4	2.1

SCHOOL = 127:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	119	132	92	144	142	102
1	46	19	69	21	21	35
2	25	8	22	0	0	18
3	11	7	15	0	0	3
4	2	1	3	2	3	0
5	3	1	7	14	0	0
6	8	42	1	28	0	1
AVERAGE	2.1	3.1	1.8	6.9	1.1	1.3

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	134	151	133	204	114
1	19	6	31	2	64
2	21	2	17	2	14
3	14	1	7	1	3
4	6	1	6	0	5
5	3	2	2	0	2
6	13	48	13	0	3
AVERAGE	3.1	11.4	3.0	1.8	1.7

SCHOOL = 129:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	287	2	0	302	336	268
1	8	9	111	7	3	22
2	7	95	69	16	2	9
3	12	98	23	13	1	7
4	9	26	25	2	0	9
5	10	38	22	2	0	3
6	11	115	93	0	0	4
AVERAGE	4.0	5.0	4.0	2.4	1.7	2.6

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	314	3	202	339	326
1	5	2	2	0	10
2	4	2	2	1	1
3	6	99	4	1	6
4	2	19	7	1	1
5	0	38	10	0	1
6	1	130	14	0	3
AVERAGE	0.9	9.2	4.4	3.0	2.4

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SCHOOL = 130:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	56	202	127	201	313	176
1	74	1	60	38	14	82
2	58	11	71	71	6	38
3	39	2	49	23	1	30
4	34	93	17	4	2	4
5	11	5	17	0	1	3
6	56	83	2	0	0	4
AVERAGE	3.9	7.5	2.4	1.9	1.8	2.0

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	173	113	297	326	217
1	198	222	75	11	119
2	4	2	4	0	2
3	1	0	1	0	0
4	0	0	0	0	1
5	0	0	0	0	0
6	1	0	0	0	0
AVERAGE	1.1	1.0	1.1	1.0	1.0

SCHOOL = 133:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	57	85	71	108	120	88
1	43	25	42	26	20	41
2	20	14	14	7	3	8
3	8	4	11	2	1	1
4	7	7	2	0	0	5
5	1	0	2	1	0	0
6	7	9	0	0	0	1
AVERAGE	2.4	3.1	1.7	1.4	1.2	1.5

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	39	116	65	139	92
1	30	6	29	0	27
2	11	0	17	4	13
3	5	0	10	1	5
4	1	6	5	0	4
5	2	5	6	0	0
6	6	11	12	1	3
AVERAGE	2.3	6.3	3.4	3.0	2.1

SCHOOL = 139:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	210	6	2	176	247	229
1	14	35	14	3	0	2
2	11	71	16	17	1	13
3	6	6	21	1	0	0
4	0	1	3	4	0	2
5	2	2	43	9	0	1
6	3	127	144	33	0	1
AVERAGE	2.3	7.6	9.4	7.5	2.0	2.7

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	17	79	199	247	241
1	129	16	14	1	6
2	14	29	10	0	0
3	17	0	11	0	0
4	4	2	4	2	2
5	41	0	5	0	0
6	14	127	11	0	1
AVERAGE	2.5	9.3	5.7	1.0	1.1

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SCHOOL = 140:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	419	23	486	677	719	601
1	54	448	40	29	2	56
2	72	123	28	5	1	22
3	64	71	46	3	0	16
4	13	3	20	2	0	8
5	28	29	27	3	0	13
6	53	26	35	3	0	6
AVERAGE	5.0	2.0	4.4	3.0	1.3	2.6

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	481	20	472	705	586
1	175	400	96	13	67
2	35	171	63	1	25
3	12	62	30	1	18
4	0	14	8	0	8
5	9	38	18	1	4
6	4	17	15	1	7
AVERAGE	2.0	2.2	3.5	1.9	3.0

SCHOOL = 141:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	190	1	177	224	255	240
1	3	47	31	8	0	10
2	8	98	13	5	2	3
3	12	71	13	3	1	3
4	4	11	10	4	0	1
5	3	5	5	3	0	0
6	33	25	9	6	0	1
AVERAGE	1.0	3.1	2.9	3.5	2.2	1.9

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	79	16	213	257	244
1	66	100	7	0	3
2	24	40	7	0	3
3	19	20	9	1	1
4	10	5	11	0	3
5	2	3	2	0	2
6	7	34	9	0	2
AVERAGE	2.7	3.1	4.7	3.0	3.4

SCHOOL = 142:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	45	124	157	180	180	155
1	44	19	24	1	1	23
2	26	3	0	0	0	3
3	13	4	0	0	0	0
4	7	2	0	0	0	0
5	7	0	0	0	0	0
6	2	18	0	0	0	0
AVERAGE	1.1	1.1	0.3	0.0	0.0	0.1

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	178	112	77	168	149
1	42	45	81	11	24
2	3	10	6	1	2
3	1	5	4	1	0
4	0	2	4	0	1
5	0	2	1	0	0
6	0	5	12	0	0
AVERAGE	1.1	2.1	2.9	1.2	1.9

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SCHOOL = 1461

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	100	99	25	222	266	219
1	55	27	51	19	2	13
2	16	5	11	15	4	20
3	12	9	14	11	0	22
4	21	26	33	17	13	21
5	7	11	24	11	5	5
6	97	132	150	13	5	9
AVERAGE	9.1	9.8	8.2	3.5	4.3	3.5

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	149	49	105	302	260
1	57	27	23	9	15
2	7	4	7	1	6
3	8	9	11	0	3
4	44	16	12	0	3
5	16	7	6	1	5
6	27	156	94	4	16
AVERAGE	3.8	11.2	11.1	5.8	5.6

SCHOOL = 1491

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	353	312	242	253	414	243
1	29	42	34	101	4	79
2	6	15	36	30	1	43
3	2	10	28	14	0	21
4	4	7	11	11	3	10
5	3	4	9	7	0	8
6	17	29	9	3	0	15
AVERAGE	5.0	4.4	2.2	1.8	1.2	2.3

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	231	66	276	351	315
1	48	121	45	33	48
2	44	48	25	16	23
3	24	13	25	4	7
4	10	11	9	10	7
5	10	35	7	3	3
6	3	107	31	2	16
AVERAGE	2.1	4.5	5.0	2.1	3.1

SCHOOL = 1461

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	270	15	267	442	505	261
1	53	72	46	31	0	61
2	66	3	61	18	1	75
3	50	16	49	12	1	41
4	21	49	17	4	2	18
5	15	0	14	2	4	21
6	40	357	42	6	2	34
AVERAGE	2.3	7.6	4.2	2.4	5.0	3.0

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	566	37	294	514	476
1	4	72	52	0	4
2	43	11	52	0	14
3	15	20	23	0	2
4	5	16	13	0	3
5	1	2	14	1	4
6	0	314	53	0	4
AVERAGE	1.0	7.1	5.2	5.0	4.1

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SCHOOL = 150:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	94	16	134	121	132	120
1	12	97	4	3	1	3
2	4	5	3	4	2	7
3	4	2	4	0	1	3
4	3	3	2	0	0	2
5	3	4	2	2	1	1
6	15	11	13	8	1	2
AVERAGE	4.9	1.9	6.3	7.4	3.3	2.9

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	19	110	116	135	121
1	108	6	12	3	17
2	6	1	2	0	0
3	4	3	1	0	3
4	2	6	2	0	0
5	0	3	1	0	0
6	1	9	4	0	0
AVERAGE	1.2	4.5	3.3	1.0	1.0

SCHOOL = 156:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	202	144	126	161	235	183
1	29	1	92	36	12	47
2	10	5	20	18	3	14
3	2	18	11	9	0	2
4	2	8	8	10	1	2
5	1	19	6	1	1	1
6	8	56	27	15	1	1
AVERAGE	2.6	5.0	3.9	3.2	1.8	1.5

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	170	94	196	245	105
1	25	38	19	2	46
2	12	16	12	0	22
3	8	26	4	1	20
4	9	9	1	0	11
5	10	12	1	0	16
6	19	53	17	2	30
AVERAGE	4.6	4.4	5.7	9.8	3.7

SCHOOL = 157:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	337	0	21	937	566	470
1	49	71	372	16	20	41
2	98	65	92	24	16	42
3	41	33	46	23	10	32
4	15	3	13	7	4	11
5	41	20	39	10	6	17
6	14	433	43	8	3	12
AVERAGE	3.9	7.4	2.2	3.2	4.6	2.4

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	645	29	336	620	417
1	29	67	38	1	23
2	19	62	23	0	14
3	29	31	23	2	13
4	1	3	4	1	5
5	13	44	43	1	3
6	7	190	19	2	1
AVERAGE	1.0	7.0	6.7	3.2	2.3

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SCHOOL = 1591

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	475	0	520	557	554	517
1	34	592	31	9	6	25
2	23	3	26	16	1	22
3	23	1	21	23	0	24
4	4	1	1	0	0	9
5	20	7	4	0	0	6
6	17	11	2	0	0	2
AVERAGE	3.4	1.2	2.2	2.3	1.1	2.5

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	506	2	495	589	553
1	34	578	23	11	39
2	20	7	18	1	8
3	23	11	22	1	4
4	4	1	6	0	0
5	18	5	31	3	1
6	3	1	10	0	0
AVERAGE	2.5	1.1	3.6	1.9	1.4

SCHOOL = 1601

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	234	78	210	360	357	332
1	18	33	126	1	4	20
2	10	83	18	0	0	7
3	10	114	4	1	1	1
4	7	13	1	0	0	0
5	4	9	1	0	0	1
6	13	33	2	0	0	1
AVERAGE	5.8	5.2	1.5	2.0	1.4	1.6

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	359	103	307	340	349
1	5	234	43	1	9
2	1	25	6	0	1
3	0	0	3	0	1
4	0	0	0	0	1
5	0	0	2	1	0
6	0	0	1	0	1
AVERAGE	1.2	1.1	1.5	3.0	2.0

SCHOOL = 1611

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	72	124	114	151	254	157
1	121	76	84	61	3	40
2	33	28	32	32	2	12
3	21	10	9	7	0	5
4	4	1	10	3	1	3
5	7	4	2	1	0	1
6	14	14	9	3	0	1
AVERAGE	3.6	2.2	2.1	1.7	2.0	1.7

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	157	154	111	254	200
1	65	44	94	2	36
2	16	29	23	3	10
3	9	12	10	0	3
4	3	5	2	0	2
5	2	2	4	0	4
6	5	13	11	0	1
AVERAGE	1.3	2.4	2.4	1.6	1.8

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SCHOOL = 1621

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	9	540	409	491	516	453
1	176	0	71	19	14	61
2	91	0	42	7	7	11
3	93	0	12	13	1	5
4	42	0	4	5	0	3
5	29	0	3	3	2	2
6	146	0	3	2	0	0
AVERAGE	4.9	.0	1.0	2.5	1.7	1.5

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	444	538	44	525	495
1	50	0	192	5	14
2	17	0	86	2	7
3	3	2	51	2	10
4	1	0	43	2	7
5	0	0	26	0	3
6	0	0	138	0	4
AVERAGE	1.1	3.0	4.8	2.1	3.2

SCHOOL = 1661

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	193	303	219	272	368	138
1	105	7	56	51	4	166
2	42	40	38	31	5	40
3	26	1	29	15	1	19
4	6	0	20	8	0	11
5	14	4	14	2	1	4
6	33	24	3	0	0	1
AVERAGE	3.2	4.9	2.9	1.9	2.0	1.5

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	157	319	321	377	231
1	196	29	46	2	176
2	33	36	8	0	5
3	10	1	2	0	3
4	2	0	1	0	0
5	1	0	1	0	0
6	0	0	0	0	0
AVERAGE	1.3	1.6	1.3	1.0	1.1

SCHOOL = 1671

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	336	117	295	448	526	448
1	94	21	41	40	4	39
2	47	43	78	18	0	29
3	23	24	54	17	0	3
4	12	108	26	1	0	4
5	8	39	21	5	0	2
6	30	60	16	2	1	1
AVERAGE	3.3	4.2	3.1	2.1	4.4	1.8

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	334	261	241	530	421
1	122	20	43	0	40
2	49	12	63	0	24
3	44	2	45	0	13
4	11	209	24	0	5
5	14	20	17	0	5
6	24	4	74	1	20
AVERAGE	2.4	1.9	4.3	10.0	4.0

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SCHOOL = 1441

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	437	49	59	429	498	425
1	16	14	13	0	1	18
2	9	5	5	1	3	37
3	16	19	91	1	1	12
4	4	6	28	2	0	7
5	0	48	132	7	3	6
6	13	369	191	69	3	4
AVERAGE	5.1	9.0	7.9	14.9	5.6	2.8

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	424	40	443	504	499
1	5	7	10	0	2
2	4	15	8	0	0
3	0	13	2	1	1
4	1	7	3	0	1
5	4	8	5	0	2
6	71	419	34	4	4
AVERAGE	19.5	14.8	10.3	10.4	6.9

SCHOOL = TOT:

NUMBER OF TIMES SERVED	TYPE OF SERVICE 1	2	3	4	5	6
0	7873	3448	4273	11144	12998	10469
1	1872	2346	2317	753	273	1313
2	1060	1090	1343	484	89	837
3	744	953	910	247	47	397
4	487	676	586	128	30	226
5	377	622	541	105	29	114
6	1279	4366	1575	628	29	139
AVERAGE	4.8	6.2	4.4	3.3	2.2	2.3

NUMBER OF TIMES SERVED	REASON SERVED 1	2	3	4	5
0	7783	3387	9163	13211	11936
1	2161	3644	1496	146	1152
2	640	561	718	42	272
3	312	618	494	32	174
4	335	508	311	17	89
5	169	522	325	18	79
6	549	1891	944	29	168
AVERAGE	3.1	5.9	4.4	2.7	2.5

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State Compensatory Education

Appendix C

WRITING COMPOSITION LABORATORY RECORDS

81.57 Instrument Description: Writing Composition Laboratory Records

Brief description of the instrument:

The Project Specialist was asked to supply names and other identifying information for students served one or more times by the Writing Composition Laboratories during 1981-82. The instructors at each school kept service information consisting of ongoing six-weeks records for each student served and for each class visited (Attachment C-2, C-3). Both individual and classroom records indicate number of times served and purpose for each service.

To whom was the instrument administered?

Twelve Writing Composition Laboratory instructors (Attachment C-1).

How many times was the instrument administered?

Once.

When was the instrument administered?

Continuously throughout 1981-82. Information was summarized during May 1982.

Where was the instrument administered?

At the location of the Lab (see Attachment C-1).

Who administered the instrument?

Self-administered.

What training did the administrators have?

None required for this task.

Was the instrument administered under standardized conditions?

The same instructions were given to instructors at all schools.

Were there problems with the instrument or the administration that might affect the validity of the data?

None known.

Who developed the instrument?

Project Specialist.

What reliability and validity data are available on the instrument?

School records could be checked for students served.

Are there norm data available for interpreting the results?

No.

WRITING COMPOSITION LABORATORY RECORDS

Purpose

Writing Composition Laboratory Records provided information relating to the following decision and evaluation questions:

Decision Question D2: If SCE is refunded for 1982-83, should the Secondary Instructional Component be continued as is, modified, or discontinued?

Evaluation Question D2-3: Was there an increase in the use of the composition labs by the teachers? by the students?

Evaluation Question D2-4: Was there an increase in the use of the full scope of the composition lab service categories?

Evaluation Question D2-6: Was there a different increase in the Evaluation of Writing Sample levels between students who attended composition labs and those who did not attend.

Procedure

At a meeting between the Project Specialist/Writing Composition Lab Coordinator and the SCE Evaluator, held in September 1981, it was determined that:

- All twelve functioning labs would be evaluated, regardless of funding source. The structure and purpose of the labs are the same.
- Labs would service any student requesting the service or referred by a teacher for service, regardless of achievement level. SCE low achievement criteria would not be applied to the writing lab to prevent segregation and stigmatization of students attending the labs.
- The recording system used by the labs the previous two years would be used this year as well (Attachment C-3). This system consists of individual student's slips, Classroom Assistance Forms, and Weekly Lab Reports. The individual student's slips were to be filled out by the classroom teachers who refer their students to the lab, or by the students if they request services themselves. Class rosters

for each group in which the lab instructor presented a lecture or work session were to be kept also. Weekly Lab Reports were requested by the Project Specialist coordinating the labs.

- Two writing samples would be obtained from students in schools with writing labs and in schools without writing labs--one at the beginning of the school year and one in May. These samples would be used to compare improvements in writing skills of students attending the lab and students not attending the lab. The Project Specialist secured English teachers who offered to collect and score the writing samples.

In May 1982, ORE assisted the Project Specialist in completing missing information (i.e., student ID numbers). Throughout May, writing lab records were received at ORE and prepared for analysis. The resulting file format is presented in Attachment C-4. Because of the large amount of paper work and the high cost of keypunching it, it is recommended to redesign the record-keeping system for the writing labs should they continue servicing students in future years.

Writing samples were collected in three schools, both in the fall and in the spring. However, the data were not used in this evaluation because there were not enough funds for training of sample graders and for a validation study of the writing samples.

Data Analyses

The number of visits to the writing labs for each purpose was calculated. The number of students served by the labs was also obtained. Comparing the scope of the writing lab to last year's scope was not possible. The service categories were different in 1980-81 and in 1981-82. In 1981-82 there were only 10 purposes for attending the lab, in 1980-81 there were 12. Out of this year's 10 purposes, two did not overlap with last year's.

Results

Lab instructors at the 12 locations provided services to approximately 11,000 junior high and high school students with the service distribution shown in Figure C-1.

Purpose of Visits	Number of Visits Per Student						Number of Students	Average Visits Per Student
	1	2	3	4	5	6+		
Paragraph writing	2439	1279	723	452	232	686	5811	3.2
Essay writing	1563	755	781	318	247	636	4300	3.1
Research paper	575	491	449	160	93	311	2079	3.6
Letter writing	213	375	36	37	0	3	664	1.9
Free writing	1099	755	142	48	23	64	2131	1.8
Grammar/usage	835	451	177	87	30	102	1682	2.3
Mechanics	711	325	222	73	55	90	1476	2.4
Independent study	218	36	25	23	23	187	512	6.9
ESOL	23	25	2	5	14	54	123	8.8
Other	1704	668	579	222	95	267	3535	2.6

Figure C-1. WRITING LABS SERVICE DISTRIBUTION BY PURPOSE AND NUMBER OF VISITS PER STUDENT, 1981-1982.

Although the entry level of students attending the labs is analyzed separately for grades 7 and 8 in Appendix G and for grades 10, 11, and 12 in Appendix H, along with the other achievement related questions, a general graphic display is presented here in Figure C-2.

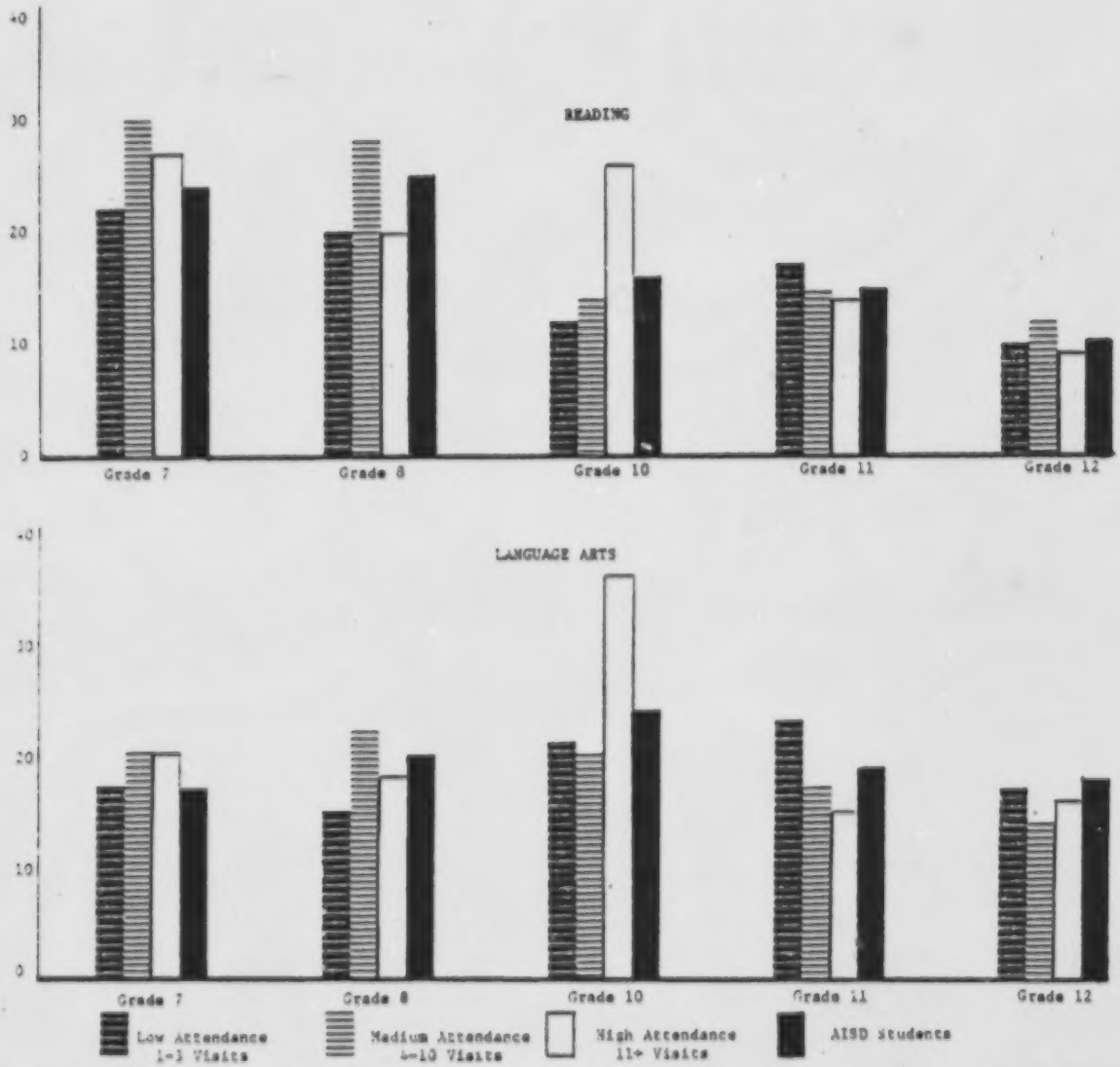


Figure C-2. PERCENTAGE OF LOW ACHIEVERS (IN READING AND LANGUAGE ARTS) AT GRADES 7, 8, 10, 11, and 12, WITH LOW, MEDIUM, AND HIGH ATTENDANCE TO THE WRITING LABS, AND ALL AISD LOW ACHIEVERS AT THE SAME GRADES.

Evaluation Question D2-3: Was there an increase in the use of the composition labs by the teachers? by the students?

Lab instructors at the 12 labs served close to 11,000 students.

- The eight SCE funded labs served 6,750, with an average of 844 students per lab.
- Lab instructors in 1980-81 reported having served 3,597 students in five labs, with an average of 719 students per lab.

The number of teachers sending students to the lab was not reported last year. Therefore, that comparison was not made.

Evaluation Question D2-4: Was there an increase in the use of the full scope of the lab service categories?

As mentioned above, the lab service categories were changed and a comparison was not possible, but Figure C-1 presents the service distribution by purpose and number of visits to the lab in 1981-82.

Evaluation Question D2-6: Was there a different increase in the Evaluation of Writing Sample levels between students who attended the labs and those who did not attend?

Collection and scoring of spring samples by English teachers was not completed and a comparison of samples before and after attending the lab was not possible. A comparison of samples for students not attending the lab was not possible either. Therefore, question D2-6 remains unanswered.

Achievement gains

For information on the effect of attendance in the writing labs on achievement at grades 7 and 8 see Attachment G and at grades 10, 11, and 12, see Attachment H of this report.

It is important to point out that some students were referred to the labs for help on improving skills that are not directly measured by the ITBS or the STEP (such as independent study and ESOL).

Writing Composition Laboratories

School	Lab Instructor	SCE
Bedichek	Susie Doerr/Laurie Worthen*	✓
Burnet	Jenny Whitten	✓
Dobie	Mary Hart	✓
Martin	Susan Powell	✓
Pearce	Shelley Burkhalter	
Porter	Nancy Budet	
Anderson	Tom Cameron	✓
Austin	Bill Nemir	
L.B.J.	Margaret Morgan	✓
Johnston	Jim Schroeder/Maryilyn Boatwright*	
Reagan	Brendan Kenny/Tina Stonebarger*	✓
Travis	Dorothy Mason	✓

*Instructor changed during the course of the school year.

A Guide to Happy, Successful Record-Keeping in The Write Place

Keeping good records is important.
It is very important to keep good records.
No kidding, you really must keep good records.
Please keep good records.
Pretty please?

Why are good records so important?

- ☐ Bobbie likes to count things.
- ☐ It gives people something to do.
- ☐ Bobbie likes to bother us with trivia.
- ☐ All of the above.
- ☐ None of the above.

If you checked the last box, you're right. Good records tell us how and what we're doing. How we're doing and what we're doing tell the School Board if we ought to stay in the business. Very simple, very basic.

Good records also give us some information, too, so we can plan better.

Having persuaded you of the gravity of this enterprise, we will now proceed to HOW to keep good records and your cool simultaneously.

I could tell you horror stories about record keeping. There's the Case of the Arch Procrastinator who recorded almost no ID numbers until the last three weeks of the school year. To this day he is still babbling in seven-digit numbers. Or there's the Case of the Missing Data. One whole six weeks' data was spirited away from a junior high by the Little People. Bad things can happen if we don't keep daily records or at least catch up with things once a week. So here are some ways to make keeping good records the really fun sort of thing it ought to be. Well, okay, here are some ways to help you bear up under it all.

Record Keeping Forms: When and How to Use Form

Form A: Individual student's record

1. Make one of these each six weeks for each student who comes to the lab.

2. Let the student fill out the part above the double lines.

3. Using a master roll from the office, fill in (or have your aide fill in) ID numbers. You can do this every day or once a week, but it's not a good idea to get too far behind with ID's.

4. The numbers after the ID indicate ethnicity:
   1 = Anglo 2 = Black 3 = Mexican-American 4 = other.

5. Use only the code number to indicate the purpose for each visit.

Purpose Code:

1 - Paragraph writing	6 - Grammar/usage
2 - Essay writing	7 - Mechanics
3 - Research paper	8 - Independent study
4 - Letter writing	9 - ESOL
5 - Free writing	10 - Other

Categories 1 - 5 include any phase of the writing process, e.g., prewriting, outlining, revision, etc. "Free writing" may include any kind of creative writing, journals, diaries, etc. "Mechanics" includes spelling, punctuation, capitalization, and outline form (not the process of outlining).
"Independent study" may be a formal plan of study, a special project, or any kind of individual work that is not part of the regular classroom work. It might also include preparing students for contests or helping them write letters of application. "ESOL" includes any kind of help given to students who are speakers of English as a second language. If you categorize something as "Other," please let me know what this unclassified activity is.

6. At the end of the six weeks put all your cards in a plain brown wrapper and send them to me or give them to me from your very own hands. If we live right, our information will be swallowed up by the AISD Data Monster, who will chew it up, digest it, and burp us out a printout. Printouts give us class and a sort of existential authenticity.

Form B: Classroom Assistance Form

1. Make one of these each six weeks for the classes you visit. If you visit a class one time or ten times, you need only one form.

2. If a student is absent, put an X by his name, a dash, and the number of the visit. "John Smith X-3" means John was there for two of your visits but missed class the third time.

3. You may get class rolls from the teacher or from computer lists in the office.

   Having in the lab a master printout of the whole school would really be helpful. Remember that this printout will never be completely accurate or up-to-date. If you will keep a running list of kids' names which do not appear on any school list, I will look up their numbers for you in the central records office. This kind of thing happens when kids move, transfer, etc.

4. If you use some kind of copy of a class roll (other than a hand-written or typed list written directly on the Classroom Assistance Form), please tape, staple, or glue the roll to an 8 1/2" x 11" sheet of paper. I wish I had pictures of all the shapes and sizes of class rolls we got last year! Some were whole big printout pages, or teensie weensie scraps of notepaper, or backs of old envelopes, or strips cut from the side of a grade book, or jagged pages from a Big Chief tablet, or backs of old test papers, and one that looked suspiciously like "soft 'n pretty." All this would be quite jolly and creative if we didn't have to handle dozens of them, and if I didn't have to explain to bewildered key-punch operators just what the heck all these weird scraps of paper are supposed to be. I know what Emerson said about foolish consistencies, but in this Technological Age, we're just going to have to learn to live with the hobgoblins.

5. "Grading Period #" means in which six weeks of the school year you visited the classroom. Grading period information is important because all our data is processed by six weeks periods. We can then chart our increases and decreases in relation to the activities of the school year. Please number the six weeks periods 1 - 6, <u>not</u> 1 - 3, first semester and 1 - 3, second semester.

6. Please send these forms to the Administration Building each six weeks along with your individual records.

Form C: Weekly Lab Report

This form is self-explanatory, I hope. Please send this to the Administration Building each week.

These three record forms are all we have. (That's enough!) They are designed to make your job easier.

"When, pray tell, do I have time to do all this record-keeping?" You really don't have the time. So here are a few suggestions for keeping records when you don't have time.

1. Get in the habit of handing each student a card to fill out when he/she comes into the lab at the beginning of the six weeks.

2. When teachers send you a referral with students listed, pull the cards of students who have already been once. Simply mark the purpose of the visit.

3. Since we work the regular teacher day, you have about thirty minutes from the time the last bell rings till it's time to go

home. Use this time to set the records straight (unless, of course, you have drop-ins. Kids always take first priority.)

4. Get a reliable student aide to help you. Ask in the office, ask counselors, or ask students for names of good helpers. You may want an aide each period or maybe just for one period. Work this out to suit yourself, but do spot check student work peridically. They are subject to the same failings as bona fide adults.

I am always open to suggestions for better, more efficient ways to keep lab records. Let me know if you have a brainstorm about a new method. Your efforts to do a good job at record-keeping will not go unnoticed or unappreciated. So, at the risk of sounding just the tiniest bit repetitious, please keep good records.

A

Date(s)_____

Student's name _____

Teacher's name _____

_____

I.D. _____ 1 2 3 4

Visit #	1	2	3	4	5	6	7	8	9	10
Purpose										

Grading period #_____

CLASSROOM ASSISTANCE FORM

B

School _____ Teacher assisted _____

Name of course and grade level _____

Visit #:	1	2	3	4	5	6	7	8	9	10
Purpose:										

Date: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

	Student Name	ID #
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

Attach additional names on a separate sheet of paper and staple it to this one or if duplicated class rolls are used, attach this sheet as a cover sheet.

C

Grading period # _____

WEEKLY LAB REPORT

School _____ Week from _____ to _____

Total number of students assisted this week in lab or classroom _____

Total number of students assisted for each purpose, lab or classroom

____ 1. Paragraph writing
____ 2. Essay writing
____ 3. Research paper
____ 4. Letter writing
____ 5. Free writing
____ 6. Grammar/usage
____ 7. Mechanics
____ 8. Independent study
____ 9. ESOL
____10. Other: specify
____ _____
____ _____

Comments:

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Programmer Task
Writing Composition Labs

1. Secure access and formats for
   - WCI (Writing Composition Individual)
   - WCC (Writing Composition Class)
   - 1981 ITBS File
   - 1982 ITBS File
   - 1981 STEP File
   - 1982 STEP File
   - Student Master File

2. Create new file "WCL"

WCL Data File Layout

Data Source	Location	Description
	1-3	WCL
WCI or WCC	4-10	Student ID
SMF	11-25	Last Name
SMF	26-35	First Name
SMF	36-36	MI
SMF	37-37	Ethnic Code
WCI or WCC	38-40	School Code
WCI or WCC	41-42	Grade
WCI & WCC	43-44	Purpose 1, Number of Visits
WCI & WCC	45-46	Purpose 2
WCI & WCC	47-48	Purpose 3
WCI & WCC	49-50	Purpose 4
WCI & WCC	51-52	Purpose 5
WCI & WCC	53-54	Purpose 6
WCI & WCC	55-56	Purpose 7
WCI & WCC	57-58	Purpose 8
WCI & WCC	59-60	Purpose 9
WCI & WCC	61-62	Purpose 10
WCI & WCC	63-64	Purpose 11
WCI & WCC	65-66	Purpose 12
	67-68	Total Number of Visits (add all purposes)
	69-69	Blank
ITBS or STEP 1981	70-71	Reading %ile 1981 (gr. 7 & 8 = ITBS RT; gr. 10-12 = STEP R)
ITBS or STEP 1981	72-73	Language %ile 1981 (gr. 7 & 8 = ITBS LT; gr. 10-12 = STEP GE)
ITBS or STEP 1982	74-75	Reading %ile 1982 (gr. 7 & 8 = ITBS RT; gr. 10-12 = STEP R)
ITBS or STEP 1982	76-77	Language %ile 1982 (gr. 7 & 8 = ITBS LT; gr. 10-12 = STEP MW)

State Compensatory Education

Appendix D

TRANSITIONAL BILINGUAL EDUCATION

81.57

Instrument Description: Transitional Bilingual Education

Brief description of the instrument:

The Transitional Bilingual Education (TBE) Service Report for 1981-1982 is a printout listing all the Limited English Proficient students anticipated to attend the schools with TBE program. Teachers were requested to check the students served.

To whom was the instrument administered?

A total of four teachers at three schools received printouts.

How many times was the instrument administered?

Once to each teacher.

When was the instrument administered?

April 26-30, 1982.

Where was the instrument administered?

In a location of the teacher's choice.

Who administered the instrument?

Self-administered.

What training did the administrators have?

Teachers received a memo (Attachment D-1) with instructions.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None known.

Who developed the instrument?

Office of Research and Evaluation staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

6.1

TRANSITIONAL BILINGUAL EDUCATION (TBE)

Purpose

The TBE service records provide information related to the following decision and evaluation questions:

> Decision Question D5: If SCE is funded for 1982-83, should the TBE Component be continued as is, modified, or discontinued?
>
> > Evaluation Question D5-1: What percentage of eligible students were served by the TBE Component?
> >
> > Evaluation Question D5-2: Did students in the TBE program realize an achievement gain in reading and language arts larger than those eligible but not served by TBE?

Procedure

The TBE Component consisted of a bilingual coordinator and four transitional bilingual education teachers (Attachment D-1) who served Spanish-dominant and Spanish-monolingual limited-English-proficient (LEP) students. Services were provided at Fulmore, Martin, and Pearce Junior High schools. Transportation was provided to TBE-eligible students when necessary. TBE teachers received training in teaching English for speakers of other languages (ESOL) as part of their required staff development activities.

The evaluation of this component consisted of:

- Establishing what percentage of eligible students were served by TBE teachers.
- Determining if the students served realized an increase in reading and language arts skills larger than if they had not been served by a TBE teacher.

Data Collection:

At the end of the year, the TBE teachers received a memorandum (Attachment D-1) asking them to indicate in an attached printout of TBE eligible students who had been regularly served by TBE. The three schools returned the completed printouts on time and in good order.

Data Analyses:

Out of 73 students served by TBE teachers, only five had valid ITBS scores for 1981 and for 1982. Analysis on ITBS achievement scores was not possible. Thirty-four of the students served have Language Assessment Battery (LAB) scores for fall, 1981 and spring, 1982. The Technical Report for Local/State Bilingual, 1982 (ORE publication 81.44) examines these LAB scores. The results on the LAB are presented in Appendix F of this report.

Results

Evaluation Question D1-1: What percentage of eligible students were served by the TBE Component?

- 73 (90% of TBE-eligible) students were served by TBE instructors at three junior high schools.
- 13 Language Response Program (LRP) - eligible students were served by TBE instructors at the three junior high schools.

Evaluation Question D1-2: Did students in the TBE program realize an achievement gain in reading and language arts larger than those eligible but not served by TBE?

The Technical Report for Local/State Bilingual 1982 indicates that:

- Students served by TBE performed at a lower level than the non-TBE (English-dominant and balanced-bilingual) LEP students in the fall, 1981 and spring, 1982.
- Students served by TBE are closing the gap between themselves and their non-TBE peers. This suggests that the TBE program may be effective since the TBE students outgained the non-TBE students by about 10 raw score points and eight raw score points respectively for grades seven and eight on the LAB. However, these gains cannot be associated unequivocally with the TBE program since there is not an adequate comparison group.

81.57

Attachment D-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 26, 1982

TO: Nieves Hill - Fulmore
John Galvan - Martin
Dolly Young - Pearce
Susan Marshall - Pearce

FROM: Evangelina Mangino, SCE Evaluator

SUBJECT: Data Collection for SCE Final Report

The printout attached includes students in your school eligible for the TBE program. Please check with a color marker the students you have served this year and add any students not included in this list.

Please return the printout to ORE by April 30. If you have any questions, call me at 458-1227.

EM:bw
cc: Principals
Imelda Rodriguez
J. M. Richard
Maud Sims

Approved: _____
Director, Office of Research and Evaluation

Approved: _____
Acting Assistant Superintendent for Secondary Education

State Compensatory Education

Appendix E

PLANNER LOG

81.57

Instrument Description: Planner Log

Brief description of the instrument:

The Planner Log consists of a one-time summary self-report form filled out by the SCE planner listing her major activities for the year, the population impacted by the activities, and the end product of the activities (Attachment E-1).

To whom was the instrument administered?

One SCE planner.

How many times was the instrument administered?

Once.

When was the instrument administered?

April 1982.

Where was the instrument administered?

Planner completed it at her office or other location of choice.

Who administered the instrument?

Self-administered.

What training did the administrators have?

None.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

There was little communication with the SCE planner who was an intern.

Who developed the instrument?

The Office of Research and Evaluation, with input from the SCE planners.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No, although some rough comparisons can be made with the 1979-80 and 1980-81 logs of planner activities.

PLANNER LOG

Purpose

The Planner Log provided information to address the following decision and evaluation questions:

> Decision Question D3: If SCE is refunded for 1982-83, should the Planning Component be continued as is, modified, or discontinued?
>
> > Evaluation Question D3-1: What planning activities were documented by the Planner?

Procedure

On August 21, 1981, a meeting was held between the SCE Evaluator and the SCE Planner. At this meeting, two questions directly related to the Planning Component were considered:

- What will the Planning Component consist of?
- Who will coordinate the SCE program?

Also considered were specific technical questions relating to the different SCE components. It was decided that the Planner should continue to use the self-report form (Attachment E-1) filling out logs on a monthly basis. The logs were to be sent to the SCE Evaluator in April 1982.

Two subsequent meetings were held in late August and early September of 1981 between the SCE Evaluator, the SCE Planner, and an instructional coordinator for SCE teachers. In a third meeting, the Planner, instructional coordinator, and Evaluator addressed SCE instructional and evaluation issues and presented the evaluation design to all the instructional coordinators and SCE teachers, who were required to attend the meeting.

Shortly afterwards, the SCE Planner left and the SCE program was without a Planner until November 1981. The new SCE Planner, who is an intern, met briefly with the SCE Evaluator in November and the record-keeping of monthly logs was reiterated. It is not fully known if the new SCE Planner followed through the planning objectives addressed in the four meetings in the early part of the school year.

In April 1982, the SCE Planner was asked to submit all the completed logs for the school year (Attachment E-1). The SCE Evaluator received the logs for the months of November 1981 through April 1982.

Results

The two persons who occupied the Planner position had different backgrounds and performed different functions. The one at the beginning of the school year assumed the role of an SCE elementary teachers' coordinator, as well as working on program issues such as budget and dissemination of relevant information.

The Planner for the remainder of the year performed the following activities directly or indirectly serving SCE:

- Coordinate pilot projects. The Planner coordinated 38 locally-funded pilot projects not directly related to SCE, but serving educationally disadvantaged students.
- Review and disseminate information concerning programs relevant to educationally disadvantaged students.
- Review SCE budget.
- Review recommendations concerning changes, at state level, of SCE funding.

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING November PLANNER Pam Wall

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
Coordinate Pilot Projects	1, 2, 3, 4, 5, 7, 8	Ongoing and progress of the students.
Development and Uniting of Refugee Application	11 (Refugee Students)	A summer school program will be held.
Review Federal Register, Education Daily, Report on Education Research, and other publications as received for pertinent information, and disseminate that information throughout the district.	District Personnel and Student Population	Provides a Systematic flow of educational information.

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS):

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING December PLANNER Pam Hall

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
Development and Uniting of Refugee Application	11 (Refugee Students)	A summer school program will be held.
Assistance with monitoring of Title IV, B and C	7, 8, 10	The district received excellent ratings from the Texas Education Agency.
Prepared Amendment for Title IV, B	7, 8, 10, 11	More money was made available to buy library equipment.
Prepared Brochure to Advertise Bilingual and ESL Summer Training Program	Staff interested in taking classes in Bilingual Education	Over five hundred employees sent in applications.

POPULATIONS IMPACTED (SPECIFY GRADE LEVEL):

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING January PLANNER Pam Hall

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
Developed Survey Regarding Allocation of Chapter II Funds	7, 8, 9, 10	Results were analyzed and will be used to help make budget decisions.
Development and Uniting of Refugee Application	11 (Refugee Students)	A summer school program will be held for refugee students.
Reviewed SCE budget regarding funds that may not be spent	4	There will be a summer school program.

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS):

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING February PLANNER Pam Hall

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
Drafted Report to Representative Pickle regarding effects of Federal Budget cuts on AISD.	All students and district personnel	Congressmen were aware of the district's position regarding budget cuts.
Reviewed and made recommendations on Region XIII Education Service Center Proposal	1, 2, 3, 4, 5, 7, 8	The district decided to reject the proposal.
Attended Texas School Law News Conference and Prepared Report	10 Central Administrators, all students	Provided updated information on important school issues.

POPULATIONS IMPACTED (SPECIFY GRADE LEVEL):

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING March PLANNER Pam Hall

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
Drafted letter to TEA requesting funds for districts implementing desegregation.	All Students	TEA devised a plan to provide funds for magnet schools.
Drafted letter of comments regarding proposed rules for the Education Consolidation and Improvement Act.	All Students	Recommendations from the district regarding finalizing the rules.
Attended the National Committee for School Desegregation Conference and prepared a report.	All Students and District Personnel	Provided a course of action for the district.

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS):

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING April PLANNER Pam Hall

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
Assisted with the Evaluation Format for a Pilot Project.	7 Read Elementary	The project was evaluated by parents, teachers, and students.

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS):

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

State Compensatory Education

Appendix F

LANGUAGE ASSESSMENT BATTERY (LAB)

Instrument Description: LANGUAGE ASSESSMENT BATTERY (LAB)

Brief description of the instrument:

The LAB has been used as an instrument for measuring language proficiency and language dominance (English and Spanish). While it was developed to address language assessment needs at all grade levels, Austin uses the measure, Level III, at the secondary level only. The measures assess listening, reading, and writing skills in both English and Spanish. Each respective subtest has 18, 28, and 20 items. The test is group administered and requires about 41 minutes. The answer sheets are in a "mark-sense" format. The LAB is used as a placement test for Bilingual and ESOL programs.

To whom was the instrument administered?

Secondary pupils new to the school district who have a language other than English in their home background in the fall and all secondary LEP pupils in the spring as required by State regulations.

How many times was the instrument administered?

Twice to secondary pupils with a language other than English in their home background who entered AISD for the first time and once to the entire secondary LEP population.

When was the instrument administered?

Testing was conducted in the fall of 1981 and the spring of 1982.

Where was the instrument administered?

In the school classrooms, counselor's office, etc.

Who administered the instrument?

Trained school personnel including counselors, teachers, and supervisors.

What training did the administrators have?

In the early fall one workshop was conducted for ESOL teachers and another for school LEP coordinators.

Was the instrument administered under standardized conditions?

The tests are supposed to be administered under standardized conditions, however, no attempt has been made to monitor the test administrations.

Were there problems with the instrument or the administration that might affect the validity of the data?

None have been noted.

Who developed the instrument?

The LAB was developed by the Office of Educational Evaluation of the Board of Education of the City of New York.

What reliability and validity data are available on the instrument?

Extensive tables are available in the test's Technical Manual. The statistics provided in these tables suggest the test is reliable.

Are there norm data available for interpreting the results?

Yes, percentile ranks and stanines are available.

LANGUAGE ASSESSMENT BATTERY (LAB)

Purpose

The Language Assessment Battery (LAB) is administered to provide a means of determining the English proficiency of secondary students with a language other than English in the home background. The LAB score is used to identify limited-English-proficient (LEP) students and thus, Spanish-speaking LEP students eligible for Transitional Bilingual Education services. The LAB records provided information relating to the following decision and evaluation questions:

> Decision Question D5: If SCE is refunded for 1982-83, should the Transitional Bilingual Education (TBE) component be continued as is, modified, or discontinued?
>
> > Evaluation Question D5-1: What percentage of eligible students were served by the TBE component?

Procedure

In the fall, the LAB was administered to assess the English proficiency of all secondary students new to the District with a home language other than English. Hispanic LEP students new to the District were administered the LAB in Spanish (in addition to English) to determine their language dominance. (The instructional program received is based in part on the student's language dominance.)

In the spring, the LAB was administered to all secondary LEP pupils to help determine if a change in type of instruction was appropriate. The Spanish version of the LAB was administered to the Spanish-dominant LEP pupils.

Attachment F-1 is a copy of the memo sent to the secondary principals to indicate the procedures to use in recording and submitting the new scores.

Results

Prior to this year sufficient pre- and post- data on the LAB were available only for the junior high Transitional Bilingual Education (TBE) classes. This year sufficient data are available to calculate pre- and posttest means for grades 7-12. Figure F-1 illustrates the findings. A pre-post comparison of gain scores by grade (see Figure F-2) indicate that positive gains in English language skills were obtained at all grade levels.

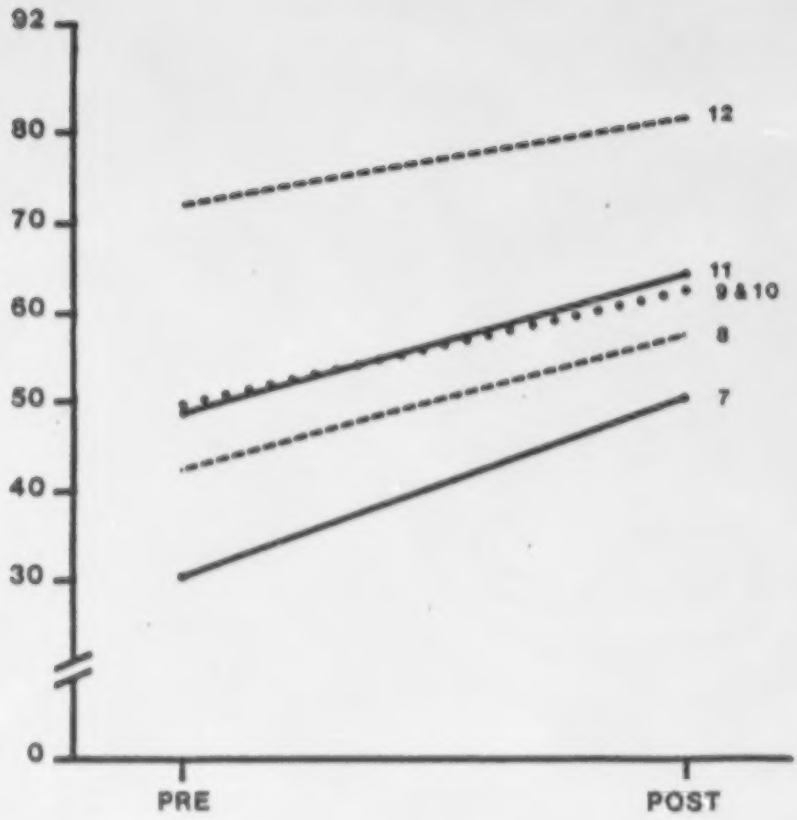


Figure F-1: LAB RAW SCORE PERFORMANCE OF SECONDARY HISPANIC LEP STUDENTS (1981-82).

GRADE	N	$\bar{X}$ PRE	$\bar{X}$ POST	$\bar{X}$ DIF	SE	T	P
7	18	30.22	50.33	20.11	5.08	3.96	.001
8	46	41.98	57.41	15.43	2.10	7.35	<.001
9	38	49.34	62.16	12.82	2.61	4.90	<.001
10	17	49.59	62.29	15.71	3.04	5.17	<.001
11	10	48.70	64.00	15.30	6.11	2.50	.034
12	4	71.50	81.50	10.00	2.52	3.97	.028

Figure F-2: LAB RAW SCORE PERFORMANCE OF SECONDARY HISPANIC LEP STUDENTS.

The District maintains a Transitional Bilingual Education Program for its Spanish-dominant LEP pupils at the junior high school level. The program is conducted in self-contained classrooms with bilingual teachers providing the instruction in all core areas (math, science, reading, language, and social studies). The students take P.E. and elective courses such as art through the regular junior high school program and are thus integrated with the regular students for that period of time.

The remainder of this section examines the performance of the TBE students and compares that to the performance of the other Hispanic LEP students at the same grade levels. Figure F-3 illustrates two basic points, the junior high school TBE students (Spanish-dominant):

- are performing at a lower level than the non-TBE (English-dominant and Balanced-Bilingual) Hispanic LEP students.
- may be closing the gap between themselves and their non-TBE peers.

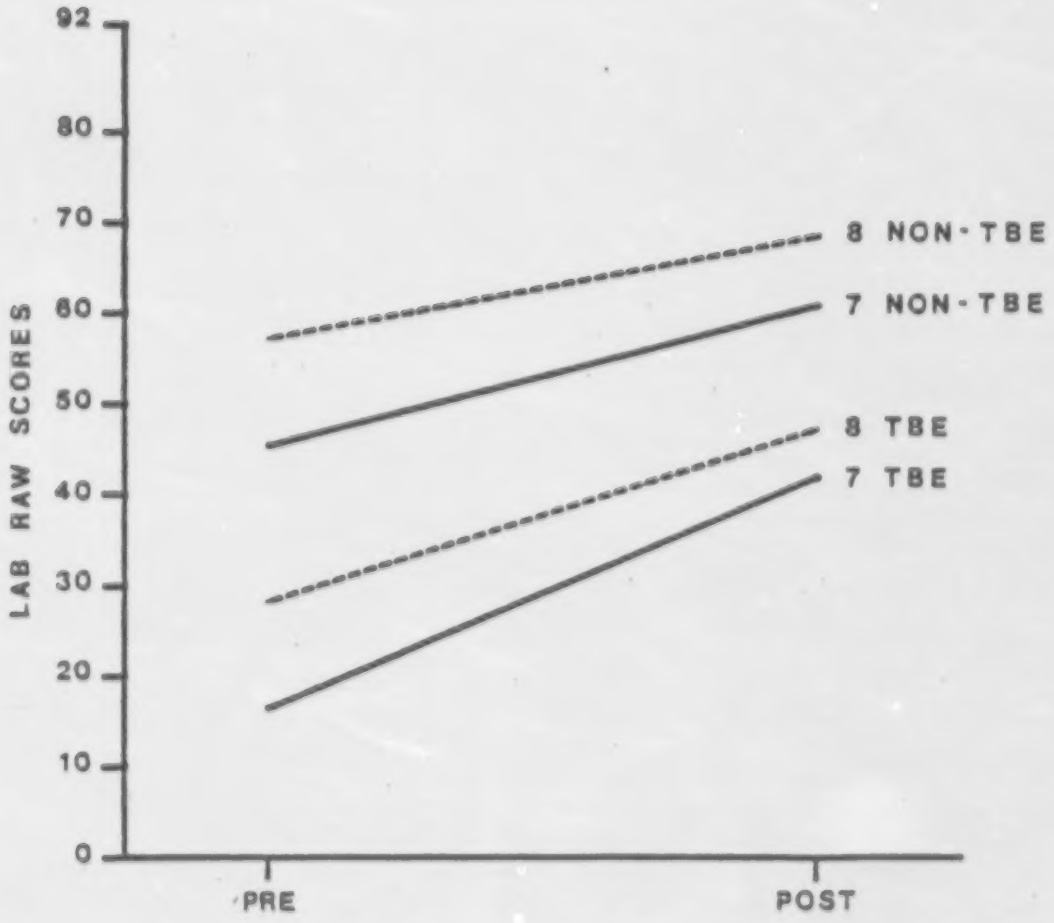
The first point is merely an artifact of the selection process. That is, only Spanish-dominant pupils are provided full-day Transitional Bilingual Education (TBE). Thus, their English language skills would be expected to be below their LEP peers who are either English-dominant or balanced bilingual.

The second point suggests that the TBE Program may be effective since the TBE students outgained their non-TBE counterparts by about ten points and eight points respectively for seventh and eighth grades. Unfortunately the gains cannot be associated unequivocally with the TBE Program since all except four of the Spanish-dominant LEP junior high school pupils participated in the program. Thus, it may be that Spanish-dominant pupils would perform as well without the special classes. Furthermore, their superior gains over non-TBE LEP pupils may be attributed at least in part to regression toward the mean. (The average pretest performance on the LAB in English was much lower for the TBE students than for the non-TBE LEP pupils.)

In summary, secondary LEP students have gained in their English language skills at all grade levels. Furthermore, there is some evidence to suggest that the District's TBE Program facilitates the learning of English language skills.

TBE: TRANSITIONAL BILINGUAL EDUCATION

NON-TBE: NON-TRANSITIONAL BILINGUAL EDUCATION



GRADE	N	$\bar{X}$ PRE	$\bar{X}$ POST	$\bar{X}$ DIF	SE	T	P
TBE							
7	10	16.40	41.70	25.30	8.81	2.87	.018
8	24	27.67	46.92	19.25	3.15	6.12	<.001
NON-TBE							
7	9	45.44	60.56	15.11	2.54	5.96	<.001
8	23	57.13	60.48	11.35	2.41	4.71	<.001

Figure F-3: LAB RAW SCORE PERFORMANCE OF JUNIOR HIGH SCHOOL HISPANIC LEP STUDENTS (1981-82).

81.57

Attachment F-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 8, 1982

TO: Secondary Principals

FROM: Imelda Rodriguez, Jonathan Curtis JC

SUBJECT: LEP Student Testing

The State requires for the first time that all LEP pupils be tested (both oral proficiency and achievement) at the end of each school year. (The regular District achievement testing is used to fulfill the achievement requirement.) The following indicates who needs to be tested, how to record the pupil scores, and who to send the information to.

Who must be tested with the English LAB?	All the LEP students at your school who are on the computer printout listing provided.
Who must be tested with the Spanish LAB?	All the A and B dominance category pupils on computer listing whose language category is Spanish.
How should you record the pupil's scores?	Record the scores on the LAB in the columns provided to the right of each student's language specification.

i.e. 1234567 Garcia Jose etc. Spanish Eng 78 LAB Span 56

Where do I send the computer listings and associated scores?	Return one computer listing and associated scores to Jonathan Curtis, Box 79, Carruth and the other copy to Imelda Rodriguez, Carruth Annex, prior to May 7, 1982.

You may exempt graduating seniors from LAB testing.

If you have any questions you may contact Jonathan Curtis at 458-1229 or Imelda Rodriguez at 454-5857.

Approved: Director, Research and Evaluation

Approved: Assistant Superintendent for Secondary Education

JC:lm

cc: Jerry Richards
Carmen Gamboa

State Compensatory Education

Appendix G

IOWA TESTS OF BASIC SKILLS (ITBS)

81.57

Instrument Description: Iowa Tests of Basic Skills, 1978 Edition, Form 7

Brief description of the instrument:

The ITBS is a standardized multiple-choice achievement battery. Level 5 was given to kindergarten students to measure skills in the areas of listening (spring only), language (fall and spring), and math (spring only). Levels 7 and 8 were given to grades 1 and 2, respectively, to measure skills in the areas of word analysis, vocabulary, reading comprehension, spelling, math concepts, math problems, and math computation. ITBS levels 9-14 were administered to grades 3-6 with the test level for students in grades 4-6 chosen on the basis of their previous achievement scores (with teacher review). Levels 9-14 include subtests in all the areas mentioned for levels 7 and 8, except for word analysis. In addition, levels 9-14 include subtests measuring capitalization, punctuation, usage, visual materials, and reference materials.

To whom was the instrument administered?

All elementary and junior high students, grades K-6. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly. Scores for students who were monolingual or dominant in a language other than English were not included in the school or District summaries.

How many times was the instrument administered?

Once to each student in grades 1-8, twice to students in kindergarten.

When was the instrument administered?

Kindergarten students were tested the week of September 8-11. The elementary schools administered the test April 20, 21, and 22 to students in grades K-6. The dates for the junior high administration were February 16, 17, and 18. Tests were administered in the morning. Make-ups were administered the week after the regular testing.

Where was the instrument administered?

In each AISD elementary and junior high school, usually in the student's regular classroom.

Who administered the instrument?

Classroom teachers in the elementary schools. In the junior high schools, the counselor or principal administered the test over the public address system using taped directions provided by ORE. Teachers acted as test monitors in their classrooms at these schools.

What training did the administrators have?

Building Test Coordinators participated in planning sessions prior to the testing. Teacher training was the responsibility of the Building Test Coordinator. However, teacher inservice training was available from ORE upon request. Teachers and counselors received written instructions from ORE, including a checklist of procedures and a script to follow in test administration.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitors' reports which are available at ORE.

Who developed the instrument?

The University of Iowa. The ITBS is published by the Riverside Publishing Company (Houghton Mifflin Company).

What reliability and validity data are available on the instrument?

The reliability of the subtests, as summarized by Kuder-Richardson Formula 20 coefficient, ranges from .50 to .98, across subtests and levels. The issues of content and construct validity are addressed in the publisher's preliminary technical summary, pp. 13-15.

Are there norm data available for interpreting the results?

Norm data are available in the Teacher's Guide. The Teacher's Guide provides empirical norms (grade equivalent, percentile, stanine) for the fall and spring. Interpolated norms are available for midyear. National, large city, and school building norms are available.

IOWA TESTS OF BASIC SKILLS (ITBS)

Purpose

The Iowa Tests of Basic Skills (ITBS) for 1981-82 provided information relevant to the following decision and evaluation questions:

Decision Question D1: If SCE is refunded for 1982-83, should the Elementary Instructional Component be continued as is, modified, or discontinued?

Evaluation Question D1-4: How large were the achievement gains, realized by students served by SCE teachers? (Were the achievement gains realized by SCE students served by SCE teachers higher than the achievement gains of SCE-eligible students not served?)

Evaluation Question D1-7: How large were the achievement gains by teaching mode by students served by SCE teachers?

Decision Question D2: If SCE is refunded for 1982-83, should the Secondary Instructional Component be continued as is, modified, or discontinued?

Evaluation Question D2-1: What were the entry achievement levels of students served by the composition labs?

Evaluation Question D2-2: Did low-achieving students served by composition labs realize achievement gains larger than low-achieving students not served by labs? Were these gains associated with frequency or duration in the writing lab?

Procedure

See Appendix E of the Systemwide Evaluation, Technical Report, Spring 1982 (ORE Publication Number 81.24).

Data Analyses

Achievement gains for students served by SCE elementary teachers and for eligible students not served by SCE teachers were compared. A two-group achievement analysis was performed for reading, language arts, and math scores for grades two through six. SPSS Regression Analyses were performed, through the control card sets presented in Standard ORE Progress Testing - SORE SPOT (ORE Publication 81.0). The results of these analyses are presented in the results section below, in Attachment G-1, and in the addendum to this report.

Students included in the analyses were all those with a 1981 Reading Total, Language Total, or Math Total percentile below 31 and enrolled in an SCE school in 1981-82. This made these students eligible for services from the SCE teacher.

A note of caution--almost all SCE students were provided reading/language arts instruction; however, only a small proportion actually received math instruction. Therefore, although eligibility was defined based on a pretest percentile below 31 in any of the three areas and all of these students were included in the analyses, all SCE students did not receive instruction in each area.

Results

Evaluation Question D1-4: How large were the achievement gains, realized by students served by SCE teachers? (Were the achievement gains realized by SCE students served by SCE teachers higher than the achievement gains of SCE - eligible students not served?)

Figure G-1 presents the average grade equivalent (GE) scores obtained by SCE eligible students in the ITBS, spring 1981, for students served and not served by SCE teachers in 1981-82. The figure also presents the average ITBS GE scores and GE gains for those students.

Reading

- In grades 4 and 6, the very lowest achievers gained more if they were served by SCE, but the relatively better low achievers gained more if they were not served.
- In grade 3, the students served by SCE gained more.
- In grades 2 and 5, the students not served by SCE gained more.

Language arts:

- In all grades, the students not served by SCE gained more.

Math:

- In all grades, the students not served by SCE gained more.

Grade	Group	Average Grade Equivalent								
		Reading Total			Language Total			Math Total		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
2	SCE	1.2	1.9	0.7	1.1	1.9	0.8	1.2	2.3	1.1
	Comparison	1.2	2.1	0.9*	1.1	2.5	1.4*	1.4	2.2	0.8
3	SCE	1.7	2.7	1.0	1.5	3.0	1.5	2.0	3.0	1.0
	Comparison	1.9	2.7	0.8*▲	1.6	3.3	1.7	2.1	3.2	1.1
4	SCE	2.3	3.0	0.7	2.5	3.3	0.8	2.6	3.3	0.7
	Comparison	2.5	3.4	0.9*▲	2.6	3.7	1.1*	2.8	3.7	0.9*▲
5	SCE	2.8	3.6	0.8	3.0	3.9	0.9	3.1	3.9	0.8
	Comparison	3.4	4.4	1.0*	3.4	4.5	1.1*	3.5	4.6	1.1*
6	SCE	3.5	4.5	1.0	3.5	4.6	1.1	4.0	4.8	0.8
	Comparison	4.1	5.2	1.1*▲	3.9	5.2	1.3*	4.2	5.3	1.1*

* Difference is significant (would occur 5 times in 100 by chance).
▲ Lowest achievers gained more in SCE, others gained more if not in SCE.

Figure G-1. AVERAGE GRADE EQUIVALENT SCORES 1981 AND 1982 AND GRADE EQUIVALENT GAINS FOR SCE-ELIGIBLE STUDENTS SERVED AND NOT SERVED BY SCE ELEMENTARY TEACHERS.

Evaluation Question D1-7: How large were the achievement gains by teaching mode by students served by SCE teachers.

As stated in Appendix A of this report, 693 students received reading/language arts instruction from an SCE teacher in a "self-contained/resource room," 98 students in a "team-teaching situation," and 156 in an "open-space classroom." In math, 241 students received instruction in a "self-contained/resource room," 51 in a "team-teaching situation," and 53 in an "open-space classroom."

These students are spread out in grades kindergarten through six, and the resulting number of students in the second and third teaching modes are so small as not to allow a valid comparison of the three teaching modes.

Evaluation Question D2-1: What were the entry achievement levels of students served by the composition labs?

On the average, the entry levels of students attending the writing labs were not different than all AISD students' scores. However, a

breakdown by low (1-3 visits), medium (4-10 visits), and high (more than 10 visits) attendance presents the following patterns:

Grade 7:

- Students with low attendance in the labs had the same entry scores in reading and language arts as all AISD students in grade 7.

- Students with medium and high attendance in the labs had lower entry scores in reading and language arts than all AISD students in grade 7.

Grade 8:

- Students with high attendance in the labs had higher entry scores in reading and language arts than all AISD students in grade 8.

- Students with low attendance in the labs had the same entry scores in reading and language arts as all AISD students in grade 8.

- Students with medium attendance in the labs had lower entry scores in reading and language arts than all AISD students at grade 8.

Evaluation Question D2-2: Did low-achieving students served by composition labs realize achievement gains larger than low-achieving students not served by labs? Were these gains associated with frequency or duration in the writing lab?

The achievement gains (ITBS Reading Total and Language Total) for low achievers (percentile range 1-25) who attended the writing labs were compared to the achievement gains for all low achievers in AISD. Figure G-2 presents the percentage of low achievers at grades 7 and 8 for students with low, medium, and high attendance in the labs, as well as the percentage of low achievers for the District in 1981 and in 1982.

	Grade	Year	Attendance 1-3		Attendance 4-10		Attendance 11+		Matched Group		All Students	
			%ile Range 1-25	Median %ile	%ile Range 1-25	Median %ile	%ile Range 1-25	Median %ile	%ile Range 1-25	Median %ile	%ile Range 1-25	Median %ile
READING	7	1981	22%	59	30%	51	27%	48	25%	56	24%	57
		1982	20%	58	23%	52	25%	50	21%	56	23%	54
	8	1981	20%	55	28%	48	21%	64	21%	55	25%	52
		1982	22%	54	28%	49	22%	61	22%	55	24%	54
LANGUAGE	7	1981	17%	61	20%	55	21%	55	18%	60	17%	60
		1982	15%	63	16%	61	17%	60	14%	63	16%	62
	8	1981	15%	62	28%	54	10%	68	16%	61	20%	57
		1982	16%	65	20%	57	17%	71	16%	64	13%	62

Figure G-2. ITBS READING AND LANGUAGE MEDIAN PERCENTILES AND PERCENTAGE OF LOW ACHIEVERS (%ILE RANGES 1-25) FOR STUDENTS WITH LOW, MEDIUM, AND HIGH ATTENDANCE TO WRITING LABS, THE AISD MATCHED GROUP AND ALL AISD STUDENTS.

Figures G-3 and G-4 are a graphic representation of the median percentile scores of all students with low, medium, and high attendance in the lab. Although, as mentioned before, students at the different attendance levels had different achievement scores to begin with, the level of attendance, or attendance at all, seems to make no difference in the reading and language median percentiles for 1982, as compared to all AISD students in grades 7 and 8.

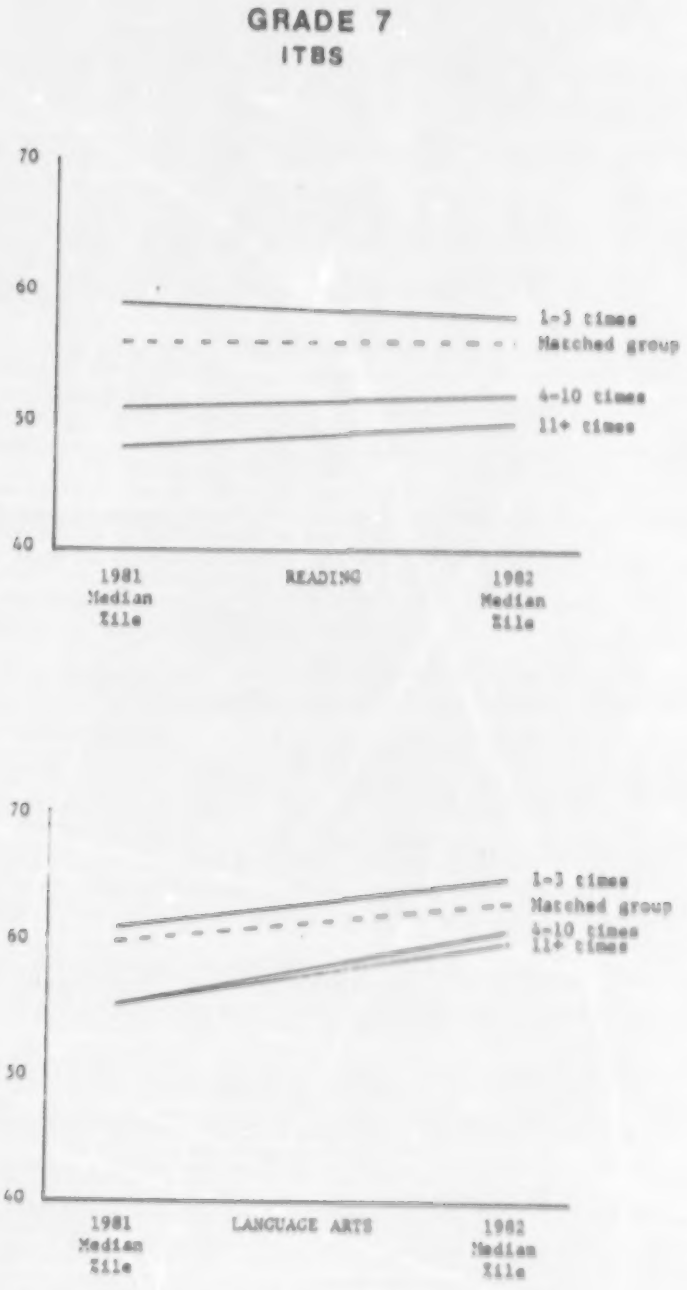


Figure G-3. GRADE SEVEN ITBS MEDIAN PERCENTILE SCORES FOR STUDENTS ATTENDING THE WRITING LABS 1-3 TIMES, 4-10 TIMES, 11 OR MORE TIMES, AND AISD MATCHED GROUP FOR 1981 AND 1982.

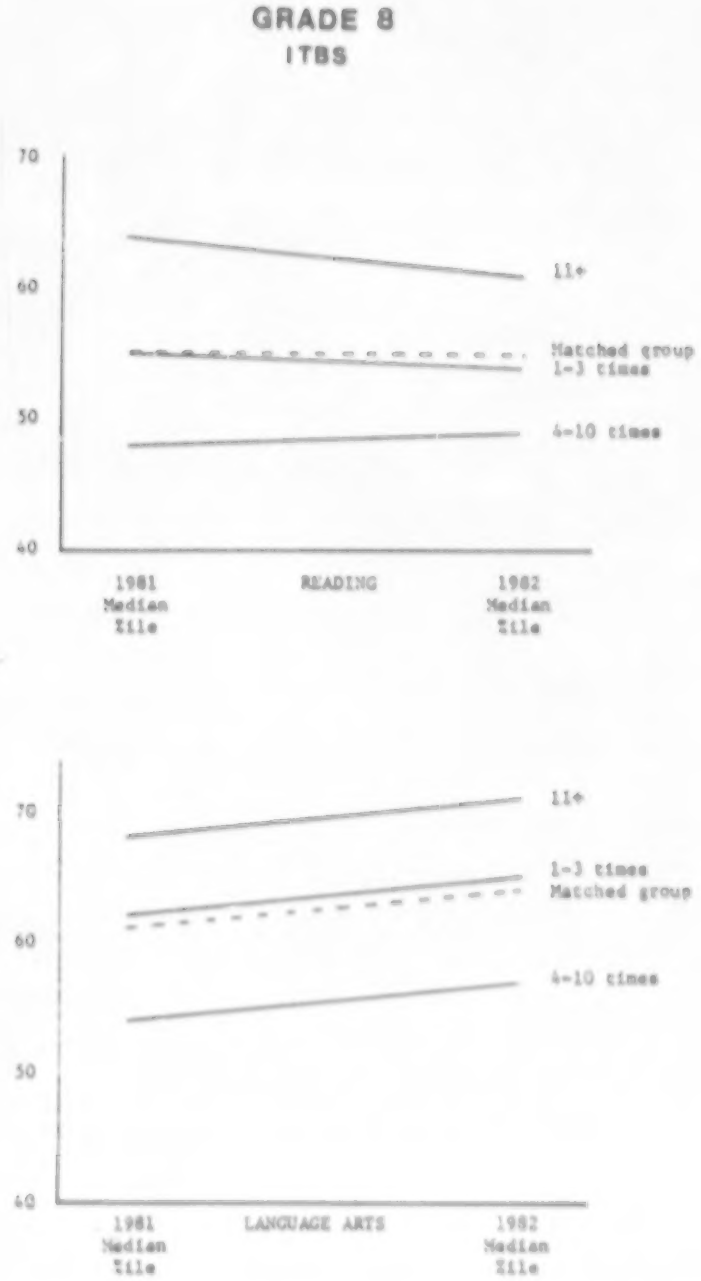


Figure G-4. GRADE EIGHT ITBS MEDIAN PERCENTILE SCORES FOR STUDENTS ATTENDING THE WRITING LABS 1-3 TIMES, 4-10 TIMES, 11 OR MORE TIMES, AND AISD MATCHED GROUP FOR 1981 AND 1982.

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 2
TEST = READING
NUMBER OF CASES = 120

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 44.95068
SUM OF SQUARES, MODEL 5 = 45.02721
DF = 2, 114 F = .09704436061923867

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 44.95068
SUM OF SQUARES, MODEL 2 = 45.00279
DF = 1, 114 F = .13213684390091S1

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 45.00279
SUM OF SQUARES, MODEL 3 = 45.01585
DF = 1, 115 F = .033373486399399S4

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 44.95068
SUM OF SQUARES, MODEL 3 = 45.01585
DF = 2, 114 F = .08263923927290999

MODEL 3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

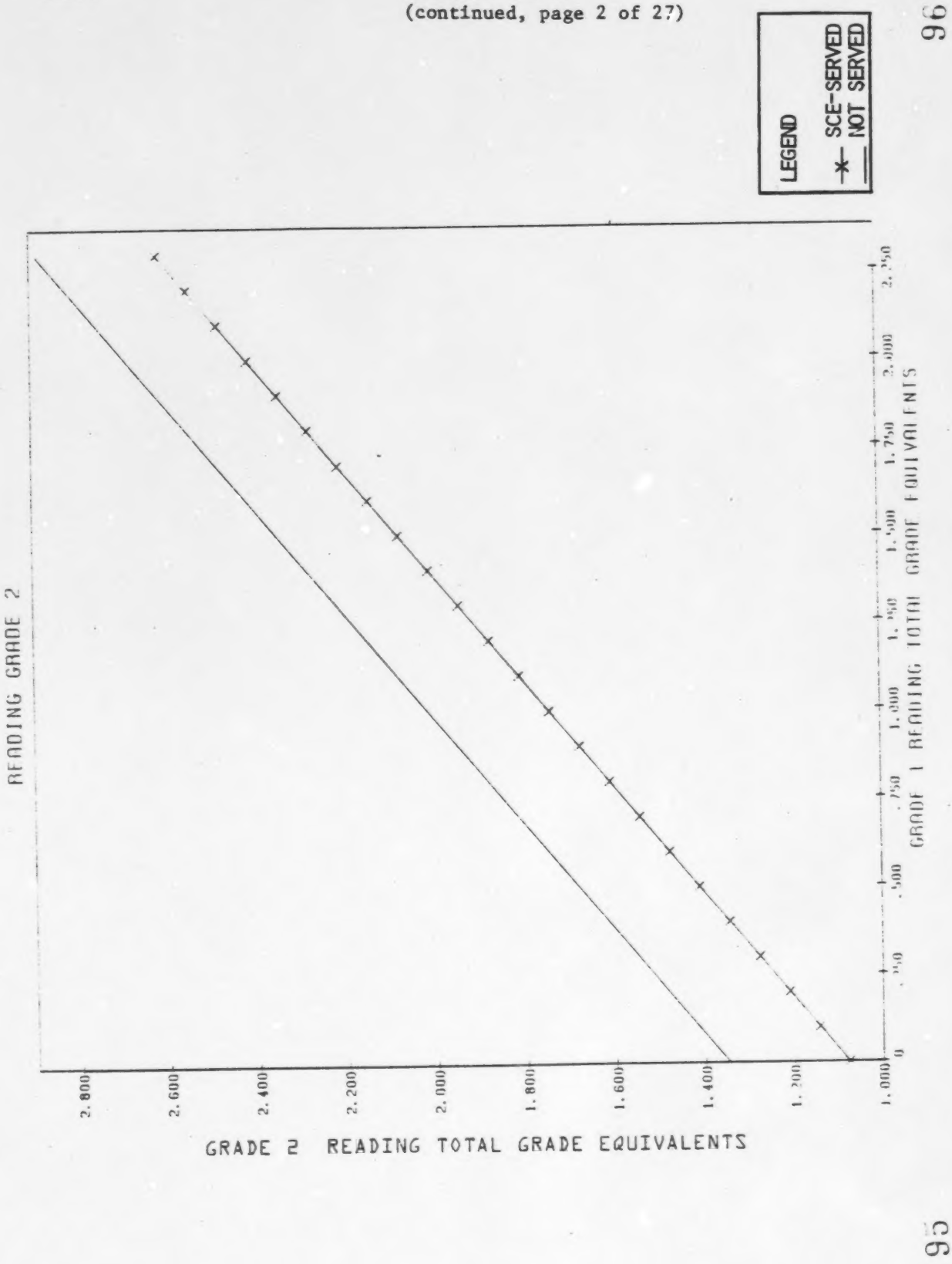
SUM OF SQUARES, MODEL 3 = 45.01585
SUM OF SQUARES, MODEL 4 = 47.08505
DF = 1, 116 F = 5.332059707854453

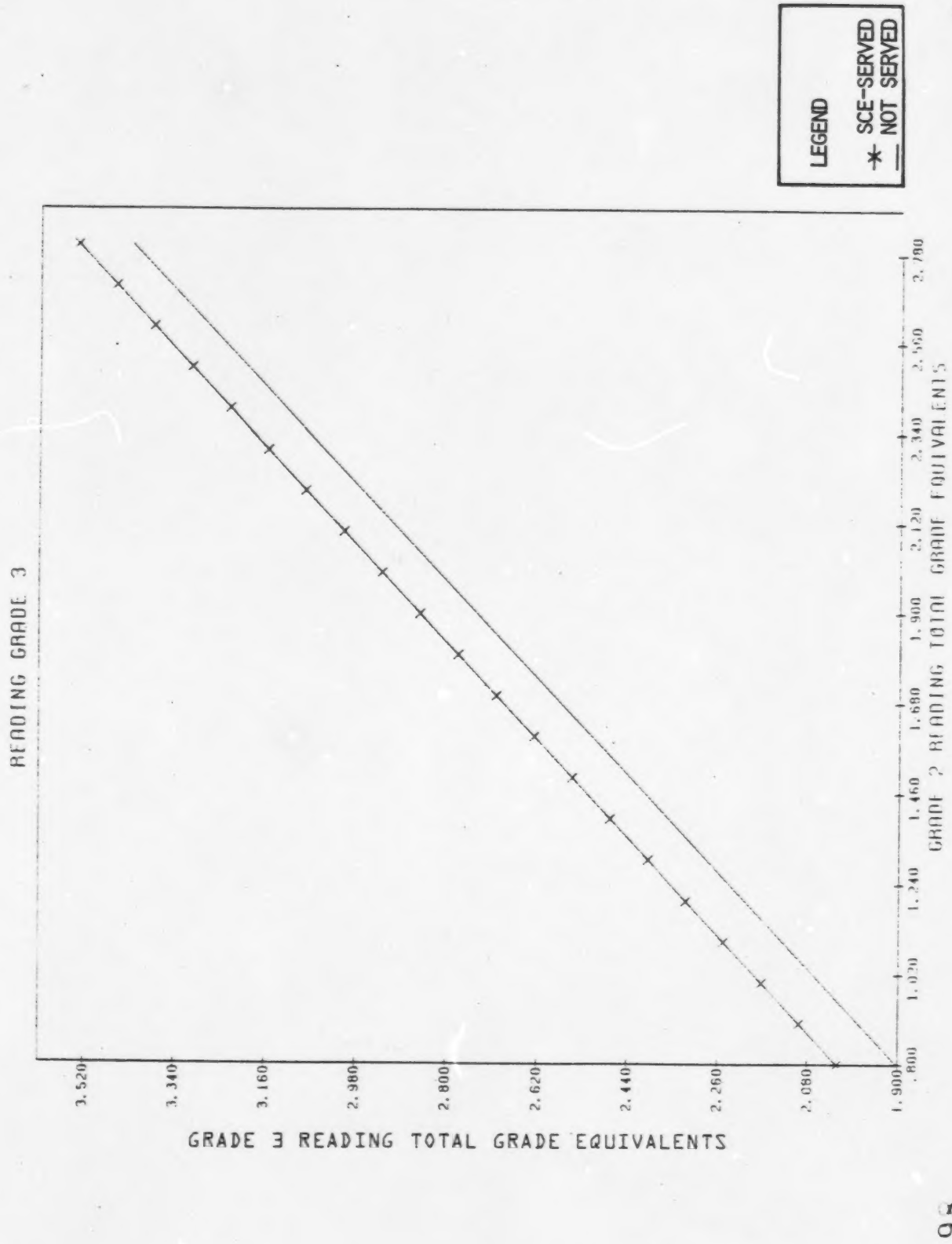
MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 45.02721
SUM OF SQUARES, MODEL 6 = 45.03617
DF = 1, 116 F = .02308293140969G7

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 45.03617
SUM OF SQUARES, MODEL 7 = 47.10754
DF = 1, 117 F = 5.381236681538417


LEGEND
SCE-SERVED
NOT SERVED
READING GRADE 2
GRADE 2 READING TOTAL GRADE EQUIVALENTS
2.800
2.600
2.400
2.200
2.000
1.800
1.600
1.400
1.200
1.000
GRADE 1 READING TOTAL GRADE EQUIVALENTS
0
.500
1.000
1.750
2.000
2.250


LEGEND
SCE-SERVED
NOT SERVED
READING GRADE 3
GRADE 3 READING TOTAL GRADE EQUIVALENTS
3.520
3.340
3.160
2.980
2.800
2.620
2.440
2.260
2.080
1.900
GRADE 2 READING TOTAL GRADE EQUIVALENTS
1.800
1.020
1.240
1.460
1.680
1.900
2.120
2.340
2.560
2.780

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 4
TEST = READING
NUMBER OF CASES = 381

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 143.43177
SUM OF SQUARES, MODEL 5 = 144.49953

DF = 2, 375 F = 1.395820465716405

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 143.43177
SUM OF SQUARES, MODEL 2 = 143.71075

DF = 1, 375 F = .7293886145307992

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 143.71075
SUM OF SQUARES, MODEL 3 = 144.95451

DF = 1, 376 F = 3.254132067364485

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 143.43177
SUM OF SQUARES, MODEL 3 = 144.95451

DF = 2, 375 F = 1.990589323411406

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 144.95451
SUM OF SQUARES, MODEL 4 = 145.55423

DF = 1, 377 F = 1.559761334780126

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 144.49953
SUM OF SQUARES, MODEL 6 = 146.68143

DF = 1, 377 F = 5.692588065857374

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 146.68143
SUM OF SQUARES, MODEL 7 = 147.44964

DF = 1, 378 F = 1.97968740828338

READING GRADE 4

101

102

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 5
TEST = READING
NUMBER OF CASES = 429

MODEL 1 VS MODEL 5—CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 209.5674
SUM OF SQUARES, MODEL 5 = 210.53514
DF = 2, 423 F = .9766643571471509

MODEL 1 VS MODEL 2—COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 209.5674
SUM OF SQUARES, MODEL 2 = 210.43458
DF = 1, 423 F = 1.750354014985136

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 210.43458
SUM OF SQUARES, MODEL 3 = 210.60738
DF = 1, 424 F = .3481709137348171

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 209.5674
SUM OF SQUARES, MODEL 3 = 210.60738
DF = 2, 423 F = 1.049570543891842

MODEL3 VS MODEL 4—EQUAL QUADRATIC INTERCEPTS

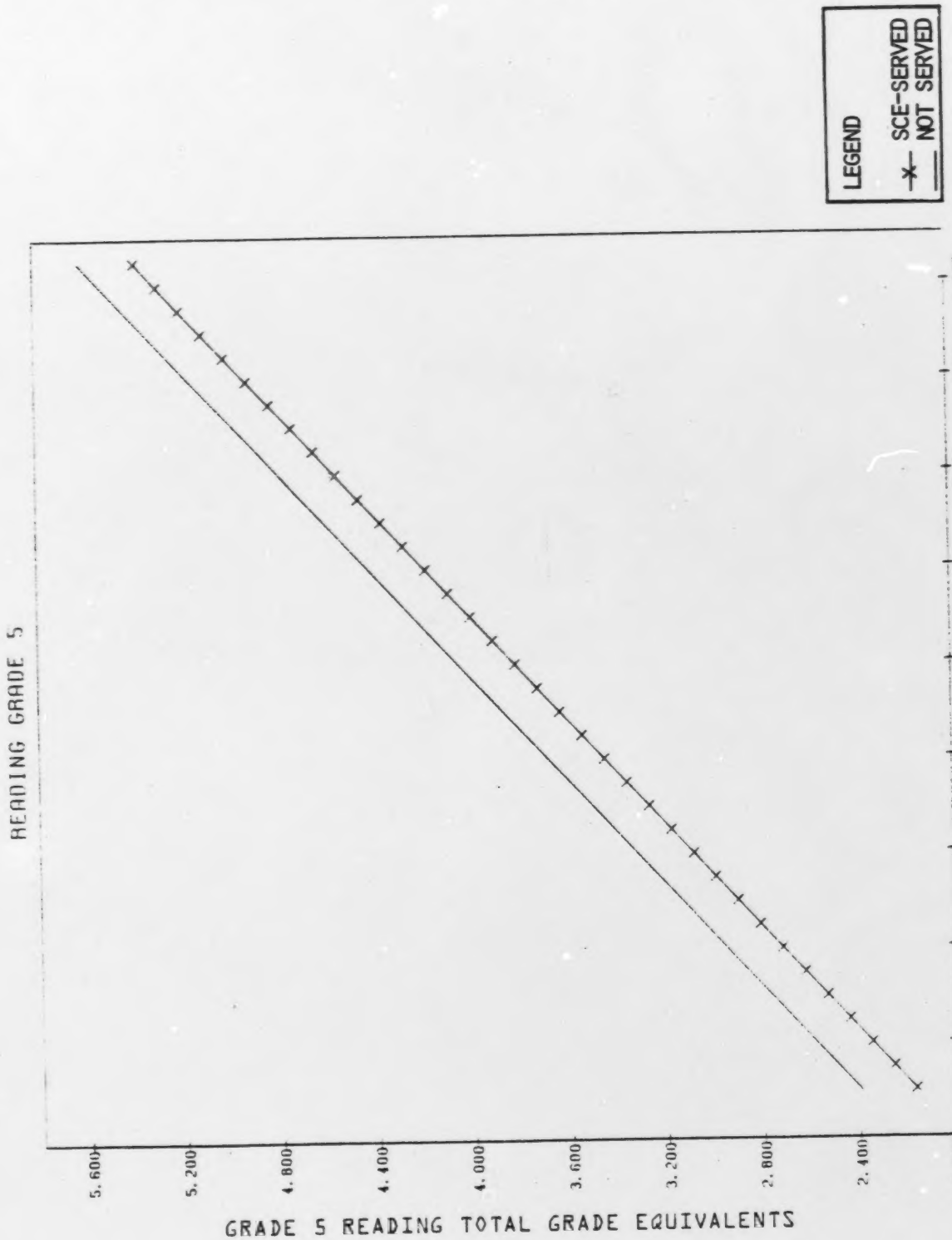
SUM OF SQUARES, MODEL 3 = 210.60738
SUM OF SQUARES, MODEL 4 = 214.95635
DF = 1, 425 F = 8.776103904810929

MODEL 5 VS MODEL 6—COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 210.53514
SUM OF SQUARES, MODEL 6 = 210.64511
DF = 1, 425 F = .2219926326787881

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 210.64511
SUM OF SQUARES, MODEL 7 = 215.12972
DF = 1, 426 F = 9.069490670825461


LEGEND
SCE-SERVED
NOT SERVED
READING GRADE 5
GRADE 5 READING TOTAL GRADE EQUIVALENTS
5.600
5.200
4.800
4.400
4.000
3.600
3.200
2.800
2.400
2.000
GRADE 4 READING TOTAL GRADE EQUIVALENTS
1.000
1.400
1.800
2.200
2.600
3.000
3.400
3.800
4.200
4.600

105

104

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 6
TEST = READING
NUMBER OF CASES = 417

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 205.66112
SUM OF SQUARES, MODEL 5 = 205.72535

DF = 2, 411 F = .06417968063190399

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 205.66112
SUM OF SQUARES, MODEL 2 = 205.68989

DF = 1, 411 F = .05749492174311131

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 205.68989
SUM OF SQUARES, MODEL 3 = 208.64369

DF = 1, 412 F = 5.916506640165926

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 205.66112
SUM OF SQUARES, MODEL 3 = 208.64369

DF = 2, 411 F = 2.980233381010469

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 208.64369
SUM OF SQUARES, MODEL 4 = 209.22354

DF = 1, 413 F = 1.147784771252855

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

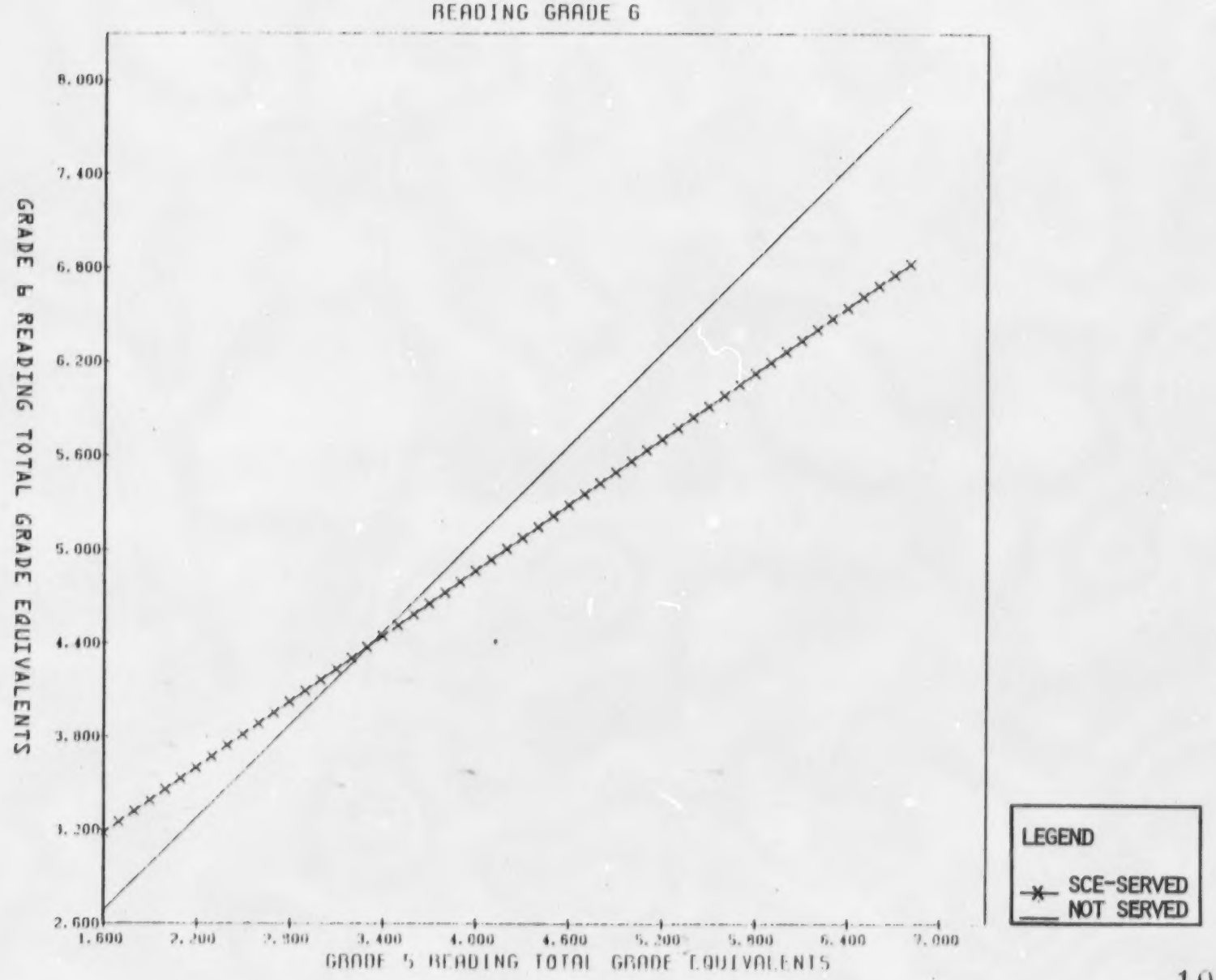
SUM OF SQUARES, MODEL 5 = 205.72535
SUM OF SQUARES, MODEL 6 = 209.42094

DF = 1, 413 F = 7.419011171933849

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 209.42094
SUM OF SQUARES, MODEL 7 = 210.10951

DF = 1, 414 F = 1.361220038454604


READING GRADE 6
GRADE 6 READING TOTAL GRADE EQUIVALENTS
8.000
7.400
6.800
6.200
5.600
5.000
4.400
3.800
3.200
2.600
1.600
2.200
3.400
4.000
4.600
5.200
5.800
6.400
7.000
GRADE 5 READING TOTAL GRADE EQUIVALENTS
LEGEND
SCE-SERVED
NOT SERVED

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 2
TEST = L.A.
NUMBER OF CASES = 111

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 74.86478
SUM OF SQUARES, MODEL 5 = 83.3624

DF = 2, 105 F = 5.959077820037673

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 74.86478
SUM OF SQUARES, MODEL 2 = 77.5106

DF = 1, 105 F = 3.710838394235581

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 77.5106
SUM OF SQUARES, MODEL 3 = 83.55818

DF = 1, 106 F = 8.270397597231863

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 74.86478
SUM OF SQUARES, MODEL 3 = 83.55818

DF = 2, 105 F = 6.096371351112316

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 83.55818
SUM OF SQUARES, MODEL 4 = 91.60161

DF = 1, 107 F = 10.29997314446054

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

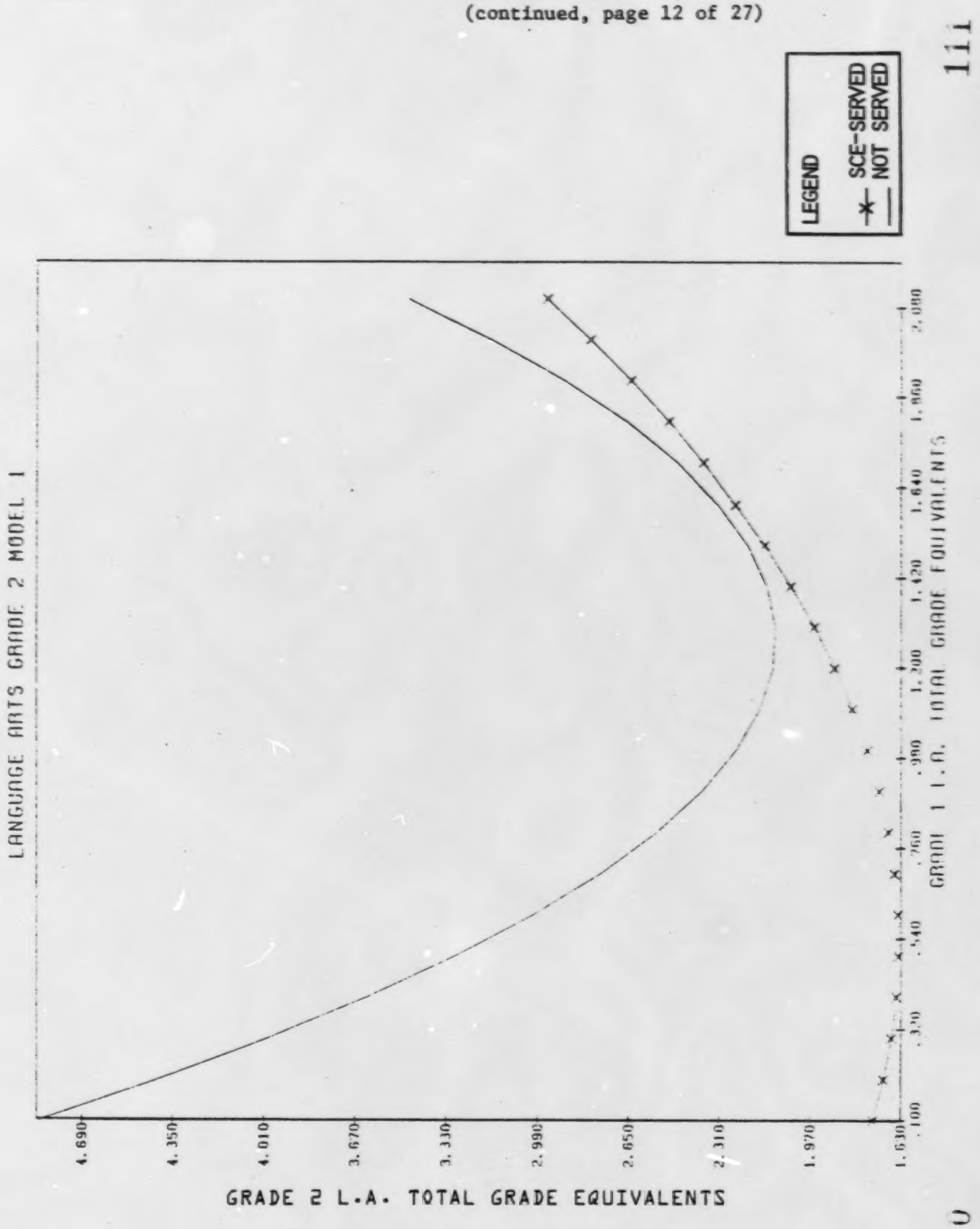
SUM OF SQUARES, MODEL 5 = 83.3624
SUM OF SQUARES, MODEL 6 = 91.84603

DF = 1, 107 F = 10.98918277304876

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 91.84603
SUM OF SQUARES, MODEL 7 = 99.61387

DF = 1, 108 F = 9.134055331515145


LEGEND
SCE-SERVED
NOT SERVED
LANGUAGE ARTS GRADE 2 MODEL 1
GRADE 2 L.A. TOTAL GRADE EQUIVALENTS
GRADE 1 L.A. TOTAL GRADE EQUIVALENTS
4.690
4.350
4.010
3.670
3.330
2.990
2.650
2.310
1.970
1.630
.100
.320
.540
.760
.980
1.200
1.420
1.640
1.860
2.080
111
110

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 3
TEST = L.A.
NUMBER OF CASES = 80

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 49.07337
SUM OF SQUARES, MODEL 5 = 52.35302
DF = 2, 74 F = 2.472767815842413

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 49.07337
SUM OF SQUARES, MODEL 2 = 52.21173
DF = 1, 74 F = 4.732477920305861

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 52.21173
SUM OF SQUARES, MODEL 3 = 54.69775
DF = 1, 75 F = 3.571065352555832

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 49.07337
SUM OF SQUARES, MODEL 3 = 54.69775
DF = 2, 74 F = 4.240631120300073

MODEL 3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 54.69775
SUM OF SQUARES, MODEL 4 = 55.9725
DF = 1, 76 F = 1.771206311045701

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 52.35302
SUM OF SQUARES, MODEL 6 = 54.76456
DF = 1, 76 F = 3.500792122402874

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 54.76456
SUM OF SQUARES, MODEL 7 = 55.97305
DF = 1, 77 F = 1.699159639007417

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 4
TEST = L.A.
NUMBER OF CASES = 261

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 189.04707
SUM OF SQUARES, MODEL 5 = 189.14862

DF = 2, 255 F = .06848889538462776

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 189.04707
SUM OF SQUARES, MODEL 2 = 189.14638

DF = 1, 255 F = .1339563210368755

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 189.14638
SUM OF SQUARES, MODEL 3 = 191.33183

DF = 1, 256 F = 2.957895361254071

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 189.04707
SUM OF SQUARES, MODEL 3 = 191.33183

DF = 2, 255 F = 1.540922586105145

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 191.33183
SUM OF SQUARES, MODEL 4 = 196.56139

DF = 1, 257 F = 7.024429338286261

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

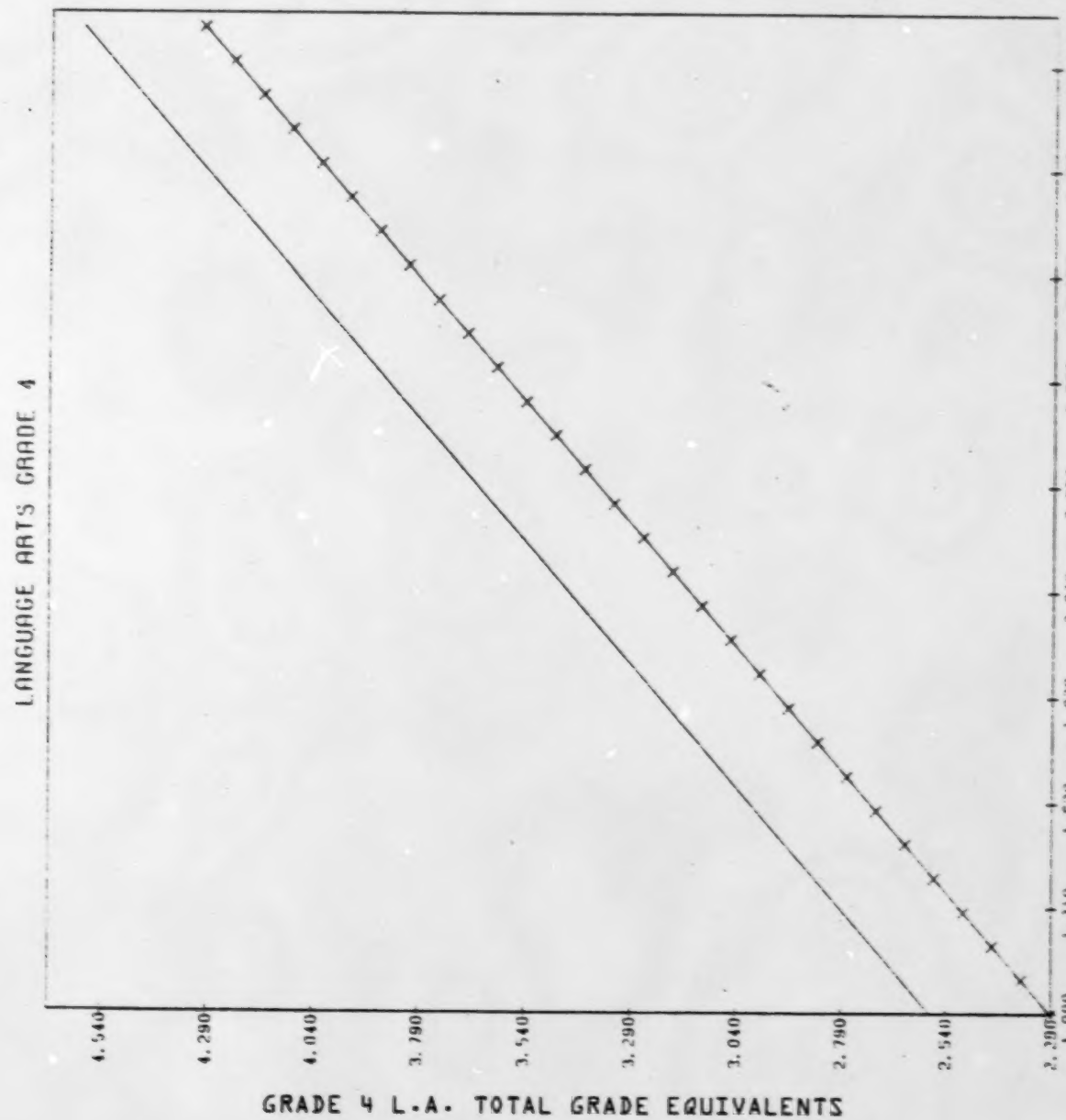
SUM OF SQUARES, MODEL 5 = 189.14862
SUM OF SQUARES, MODEL 6 = 191.415

DF = 1, 257 F = 3.079375678236508

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 191.415
SUM OF SQUARES, MODEL 7 = 196.62553

DF = 1, 258 F = 7.023048036987695


LEGEND
SCE-SERVED
NOT SERVED
LANGUAGE ARTS GRADE 4
GRADE 4 L.A. TOTAL GRADE EQUIVALENTS
4.540
4.290
4.040
3.790
3.540
3.290
3.040
2.790
2.540
2.290
1.000
1.310
1.620
1.930
2.240
2.550
2.860
3.170
3.480
3.790
GRADE 3 L.A. TOTAL GRADE EQUIVALENTS

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 5
TEST = L.A.
NUMBER OF CASES = 279

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 163.80534
SUM OF SQUARES, MODEL 5 = 165.13315

DF = 2, 273 F = 1.106472261527005

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 163.80534
SUM OF SQUARES, MODEL 2 = 163.80945

DF = 1, 273 F = 6.849776922628880-03

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 163.80945
SUM OF SQUARES, MODEL 3 = 164.57632

DF = 1, 274 F = 1.282724409367104

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 163.80534
SUM OF SQUARES, MODEL 3 = 164.57632

DF = 2, 273 F = .6424623885887982

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 164.57632
SUM OF SQUARES, MODEL 4 = 171.039

DF = 1, 275 F = 10.79886219354035

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 165.13315
SUM OF SQUARES, MODEL 6 = 165.30354

DF = 1, 275 F = .2837543521697569

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 165.30354
SUM OF SQUARES, MODEL 7 = 171.70392

DF = 1, 276 F = 10.68643103468927

LANGUAGE ARTS GRADE 5
GRADE 5 L.A. TOTAL GRADE EQUIVALENTS
5.450
5.120
4.790
4.460
4.130
3.800
3.470
3.140
2.810
2.480
1.400
1.750
2.100
2.450
2.800
3.150
3.500
3.850
4.200
4.550
GRADE 4 L.A. TOTAL GRADE EQUIVALENTS
LEGEND
SCE-SERVED
NOT SERVED

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 6
TEST = L.A.
NUMBER OF CASES = 299

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 182.12844
SUM OF SQUARES, MODEL 5 = 182.62352
DF = 2, 293 F = .3982311603832971

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 182.12844
SUM OF SQUARES, MODEL 2 = 182.1345
DF = 1, 293 F = 9.7490540192314840-03

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 182.1345
SUM OF SQUARES, MODEL 3 = 182.66729
DF = 1, 294 F = .8600252011562975

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 182.12844
SUM OF SQUARES, MODEL 3 = 182.66729
DF = 2, 293 F = .4334387589329816

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

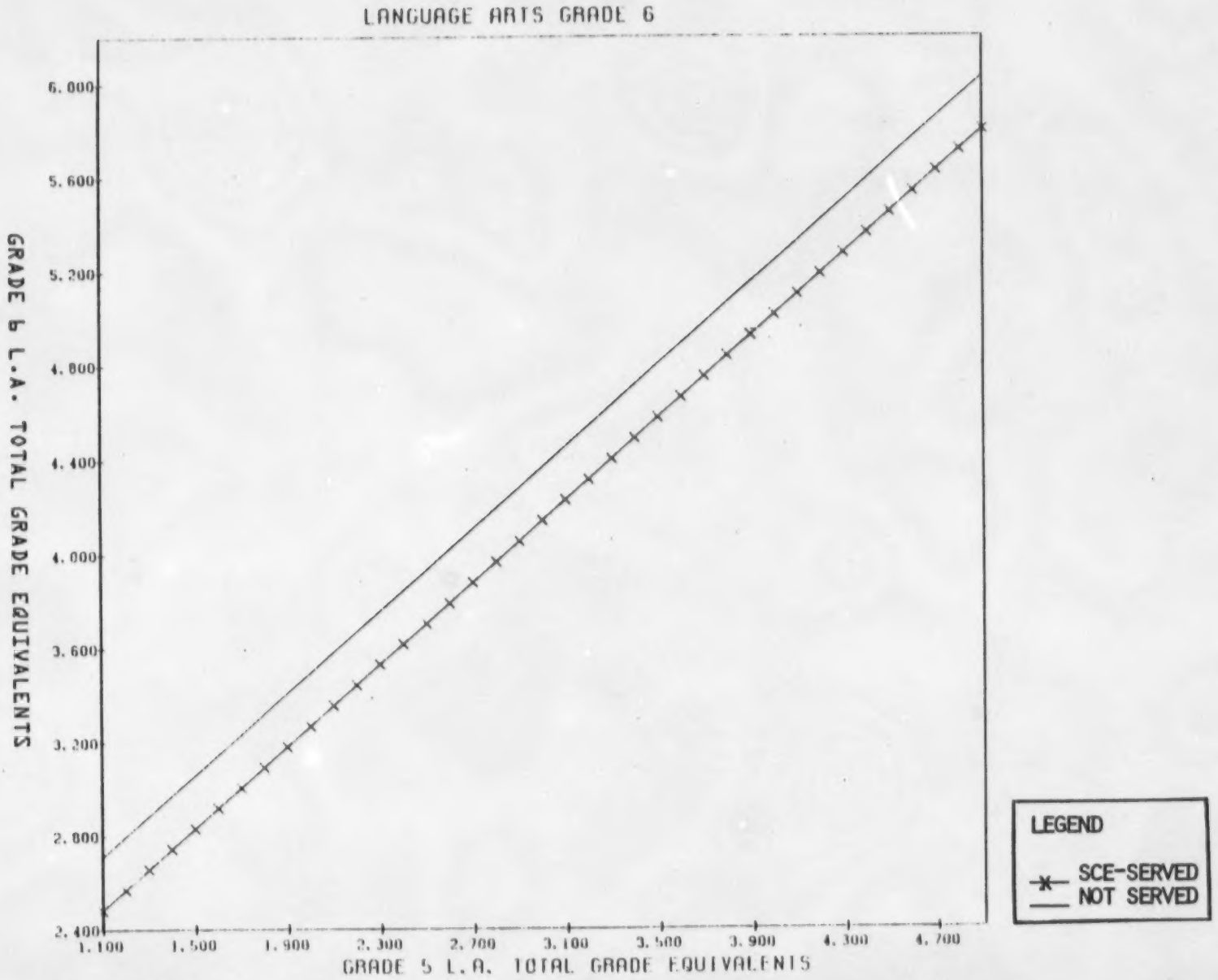
SUM OF SQUARES, MODEL 3 = 182.66729
SUM OF SQUARES, MODEL 4 = 185.90946
DF = 1, 295 F = 5.235968355363456

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 182.62352
SUM OF SQUARES, MODEL 6 = 183.42701
DF = 1, 295 F = 1.297913598423692

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 183.42701
SUM OF SQUARES, MODEL 7 = 186.63432
DF = 1, 296 F = 5.207977603734579


LANGUAGE ARTS GRADE 6
GRADE 6 L.A. TOTAL GRADE EQUIVALENTS
6.000
5.600
5.200
4.800
4.400
4.000
3.600
3.200
2.800
2.400
1.100
1.500
1.900
2.300
2.700
3.100
3.500
3.900
4.300
4.700
GRADE 5 L.A. TOTAL GRADE EQUIVALENTS
LEGEND
SCE-SERVED
NOT SERVED

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 2
TEST = MATH
NUMBER OF CASES = 128

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 24.31776
SUM OF SQUARES, MODEL 5 = 24.8914

DF = 2, 122 F = 1.438949969076101

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 24.31776
SUM OF SQUARES, MODEL 2 = 24.76693

DF = 1, 122 F = 2.253445218638562

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 24.76693
SUM OF SQUARES, MODEL 3 = 24.7766

DF = 1, 123 F = .0480241192590273

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 24.31776
SUM OF SQUARES, MODEL 3 = 24.7766

DF = 2, 122 F = 1.150979366520602

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 24.7766
SUM OF SQUARES, MODEL 4 = 24.78671

DF = 1, 124 F = .05059774141730758

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 24.8914
SUM OF SQUARES, MODEL 6 = 24.94255

DF = 1, 124 F = .254810898543271

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 24.94255
SUM OF SQUARES, MODEL 7 = 24.95004

DF = 1, 125 F = .03753625832162641

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 3
TEST = MATH
NUMBER OF CASES = 125

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 34.23833
SUM OF SQUARES, MODEL 5 = 35.95862
DF = 2, 119 F = 2.989551622406818

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 34.23833
SUM OF SQUARES, MODEL 2 = 35.11048
DF = 1, 119 F = 3.031276642289509

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 35.11048
SUM OF SQUARES, MODEL 3 = 35.19092
DF = 1, 120 F = .2749264607034688

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 34.23833
SUM OF SQUARES, MODEL 3 = 35.19092
DF = 2, 119 F = 1.655428433571382

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 35.19092
SUM OF SQUARES, MODEL 4 = 36.67812
DF = 1, 121 F = 5.113569068384684

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 35.95862
SUM OF SQUARES, MODEL 6 = 35.96381
DF = 1, 121 F = .01746424084127746

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 35.96381
SUM OF SQUARES, MODEL 7 = 36.99206
DF = 1, 122 F = 3.488131541124258

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 4
TEST = MATH
NUMBER OF CASES = 399

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 141.86095
SUM OF SQUARES, MODEL 5 = 143.06911
DF = 2, 393 F = 1.673493938959246

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 141.86095
SUM OF SQUARES, MODEL 2 = 142.99318
DF = 1, 393 F = 3.136637601820666

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 142.99318
SUM OF SQUARES, MODEL 3 = 146.84315
DF = 1, 394 F = 10.60811557586173

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 141.86095
SUM OF SQUARES, MODEL 3 = 146.84315
DF = 2, 393 F = 6.901140165775011

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 146.84315
SUM OF SQUARES, MODEL 4 = 150.24852
DF = 1, 395 F = 9.160258071282185

MODEL 3 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 143.06911
SUM OF SQUARES, MODEL 6 = 146.89212
DF = 1, 395 F = 10.55496151475325

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 146.89212
SUM OF SQUARES, MODEL 7 = 150.24877
DF = 1, 396 F = 9.049044972596211

MATHEMATICS GRADE 4
GRADE 4 MATH TOTAL GRADE EQUIVALENTS
4.630
4.390
4.150
3.910
3.670
3.430
3.190
2.950
2.710
2.470
1.600
1.860
2.120
2.380
2.640
2.900
3.160
3.420
3.680
3.940
GRADE 3 MATH TOTAL GRADE EQUIVALENTS
LEGEND
SCE-SERVED
NOT SERVED

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 5
TEST = MATH
NUMBER OF CASES = 405

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 128.11618
SUM OF SQUARES, MODEL 5 = 128.45927
DF = 2, 399 F = .5342530116024379

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 128.11618
SUM OF SQUARES, MODEL 2 = 128.11974
DF = 1, 399 F = .01108712420242386

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 128.11974
SUM OF SQUARES, MODEL 3 = 128.14764
DF = 1, 400 F = .08710601504498503

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 128.11618
SUM OF SQUARES, MODEL 3 = 128.14764
DF = 2, 399 F = .04898889429890769

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

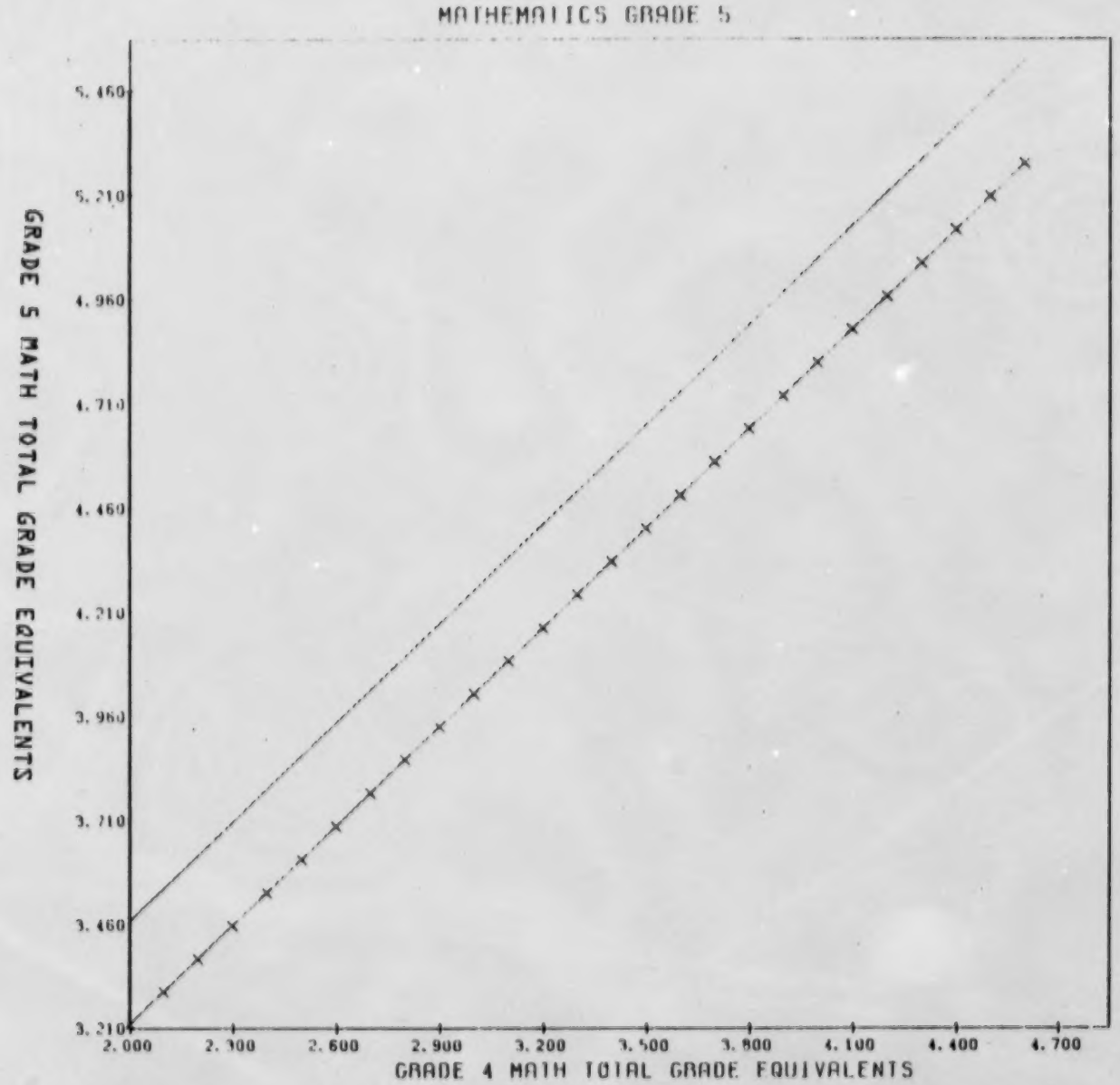
SUM OF SQUARES, MODEL 3 = 128.14764
SUM OF SQUARES, MODEL 4 = 133.21312
DF = 1, 401 F = 15.85091603153141

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 128.45927
SUM OF SQUARES, MODEL 6 = 128.60303
DF = 1, 401 F = .4487629425264421

MODEL 4 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 128.60303
SUM OF SQUARES, MODEL 7 = 133.54524
DF = 1, 402 F = 15.44884611194621


MATHEMATICS GRADE 5
GRADE 5 MATH TOTAL GRADE EQUIVALENTS
5.460
5.210
4.960
4.710
4.460
4.210
3.960
3.710
3.460
3.210
2.000
2.300
2.600
2.900
3.200
3.500
3.800
4.100
4.400
4.700
GRADE 4 MATH TOTAL GRADE EQUIVALENTS
LEGEND
SCE-SERVED
NOT SERVED

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 6
TEST = MATH
NUMBER OF CASES = 367

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 131.28951
SUM OF SQUARES, MODEL 5 = 132.46668

DF = 2, 361 F = 1.6184018433765325

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 131.28951
SUM OF SQUARES, MODEL 2 = 131.31885

DF = 1, 361 F = .08067468604307511

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 131.31885
SUM OF SQUARES, MODEL 3 = 131.31942

DF = 1, 362 F = 1.5712900318666440-03

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 131.28951
SUM OF SQUARES, MODEL 3 = 131.31942

DF = 2, 361 F = .041120992834864

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 131.31942
SUM OF SQUARES, MODEL 4 = 136.34744

DF = 1, 363 F = 13.898713513648888

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 132.46668
SUM OF SQUARES, MODEL 6 = 132.5754

DF = 1, 363 F = .2979266937164827

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 132.5754
SUM OF SQUARES, MODEL 7 = 137.59193

DF = 1, 364 F = 13.773421914886533

MATHEMATICS GRADE 6
GRADE 6 MATH TOTAL GRADE EQUIVALENTS
5.810
5.570
5.330
5.090
4.850
4.610
4.370
4.130
3.890
3.650
2.000
2.320
2.640
2.960
3.280
3.600
3.920
4.240
4.560
4.880
GRADE 5 MATH TOTAL GRADE EQUIVALENTS
LEGEND
SCE-SERVED
NOT SERVED

State Compensatory Education

Appendix H

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP)

81.57 Instrument Description: Sequential Tests of Educational Progress (STEP), Series II, Forms A & B

Brief description of the instrument:

The STEP is a standardized, multiple-choice achievement battery. In 1981-82 AISD used a subset of the complete battery, omitting the English Expression and Social Studies tests. These tests will be given every other year, alternating with the Mechanics of Writing and Science tests. Tests given each year are Reading, Math Computation, and Math Basic Concepts.

To whom was the instrument administered?

All students in grades 9-12. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly.

How many times was the instrument administered?

Once to each student.

When was the instrument administered?

The STEP was administered over a two-day period--April 6 and 7. Tests were administered in the morning from about 8:30 until approximately noon each day. Make-ups were administered on two consecutive Saturdays, April 17 and 24.

Where was the instrument administered?

The STEP was administered at each AISD high school (including Robbins and Kealing). Make-ups were administered at Reagan High School.

Who administered the instrument?

Test instructions were given over the public address system at each school, either by the counselor or by a tape recording provided by ORE. Teachers acted as test monitors in each classroom. The make-up testing was administered and monitored by ORE personnel.

What training did the administrators have?

Teachers and counselors received written instructions from ORE, including a checklist of procedures and an exact script to follow in test administration. The ORE personnel who administered the make-ups were thoroughly trained in administering tests.

Was the instrument administered under standardized conditions?

Yes. Standardized instructions were distributed. ORE personnel monitored in a random selection of classrooms with results indicating that testing conditions were reasonably consistent across the District.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitors' reports.

Who developed the instrument?

Educational Testing Service (ETS). The STEP is published by Addison-Wesley Publishing Company, Inc.

What reliability and validity data are available on the instrument?

The reliability of subtests in the alternate forms, A and B, ranges from .88 to .93, with parallel forms correlations. As summarized by Kuder-Richardson Formula 20 coefficients, the reliability of the subtests ranges from .83 to .94. The issues of content and construct validity are addressed in the publisher's technical report, pages 130-134.

Are there norm data available for interpreting the results?

Mean, median, percentile rank, percentile band, converted, and stanine scores are available for each subtest of the STEP.

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP)

Purpose

The Sequential Tests of Educational Progress (STEP) for 1981-82 provided information relevant to the following decision and evaluation questions:

> Decision Question D2: If SCE is refunded for 1982-83, should the Secondary Instructional Component be continued as is, modified, or discontinued?
>
> > Evaluation Question D2-1: What were the entry achievement levels of students served by the composition labs?
> >
> > Evaluation Question D2-2: Did low-achieving students served by composition labs realize achievement gains larger than low-achieving students not served by labs? Were these gains associated with frequency or duration in the writing lab?

Procedure

See Appendix D of the Systemwide Evaluation Final Technical Report, Spring, 1982 (Publication Number 81.24)

Data Analyses

The entry achievement levels for high school were determined by matching the writing compostion lab file with the students' STEP scores. Achievement gains for the writing labs were measured indirectly through reading and language scores (English Expression in 1981 and Mechanics of Writing in 1982). Achievement gains were determined by obtaining the median percentiles on the ITBS 1981 and 1982 for students with different attendance in the labs, and for students in AISD's matched group (same students tested both years).

Comparisons made with language scores need to be made with caution, since the subtests administered were different each year.

Results

Evaluation Question D2-1: What were the entry achievement levels of students served by the composition labs?

In general, students attending the writing labs were not low achievers the year before they attended the labs. Indications are, they were average achievers:

- students served by the labs averaged approximately the same ITBS Reading and English Expression scores as other AISD students in 1981. (Figure H-1)
- The percentage of students who were low achievers in 1981 (percentile ranges 1-25) was approximately the same for students who attended the labs and for all AISD students at the same grades (Figure H-1)

	Grade	Year	Attendance 1-3 %ile Range 1-25	Attendance 1-3 Median %ile	Attendance 4-10 %ile Range 1-25	Attendance 4-10 Median %ile	Attendance 11+ %ile Range 1-25	Attendance 11+ Median %ile	Matched Group %ile Range 1-25	Matched Group Median %ile	All Students %ile Range 1-25	All Students Median %ile
READING	10	1981	12%	54	14%	52	26%	51	9%	59	16%	52
		1982	15%	53	15%	47	23%	48	13%	54	13%	51
	11	1981	17%	45	13%	55	14%	56	11%	55	15%	49
		1982	13%	46	20%	54	12%	57	8%	53	9%	52
	12	1981	10%	50	12%	51	9%	53	8%	54	10%	51
		1982	14%	49	16%	50	12%	55	13%	51	13%	50
LANGUAGE	10*	1981	21%	58	20%	56	36%	50	17%	60	25%	50
		1982	18%	60	20%	59	31%	55	17%	62	18%	59
	11*	1981	23%	50	17%	61	15%	67	15%	60	19%	53
		1982	20%	55	15%	71	16%	76	13%	70	14%	67
	12*	1981	17%	62	14%	57	16%	63	15%	69	18%	61
		1982	20%	63	23%	60	19%	73	11%	69	17%	66

*No comparisons are possible from 1981 to 1982 because the subtests were different for these grades.

Figure H-1. STEP READING AND LANGUAGE MEDIAN PERCENTILES AND PERCENTAGE OF LOW ACHIEVERS (%ILE RANGES 1-25) FOR STUDENTS WITH LOW, MEDIUM, AND HIGH ATTENDANCE TO WRITING LABS, THE AISD MATCHED GROUP AND ALL AISD STUDENTS. (Language scores are English Expression for 1981 and Mechanics of Writing for 1982.)

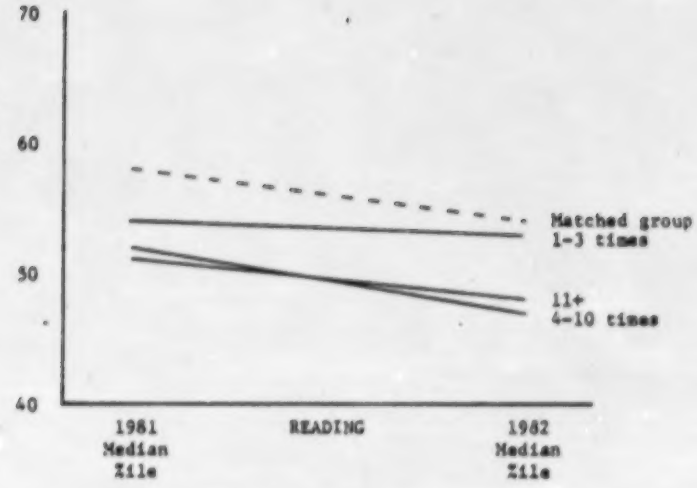
Evaluation Question D2-2: Did low-achieving students served by composition labs realize achievement gains larger than low-achieving students not served by labs? Were these gains associated with frequency or duration in the writing lab?

A graphic representation of the achievement gains of students with different attendance levels to the lab and for the AISD matched group is shown in Figures H-2 through H-4.

Although reading and language scores are somewhat lower than AISD's matched group (not all students in AISD, but students for which 1981 and 1982 scores are available), in grades 10 and 12, and low attendance students in grade 11, the gain pattern for grades 10 and 11 is similar (within 3 percentile points) for the AISD matched group and the students attending the lab, regardless of level of attendance.

Students at grade 12, with more than 10 visits to the lab, showed a higher gain in reading and language (see caution in the data analyses section of this appendix) than students with low or medium attendance in the labs and than the AISD matched group.

GRADE 10
STEP



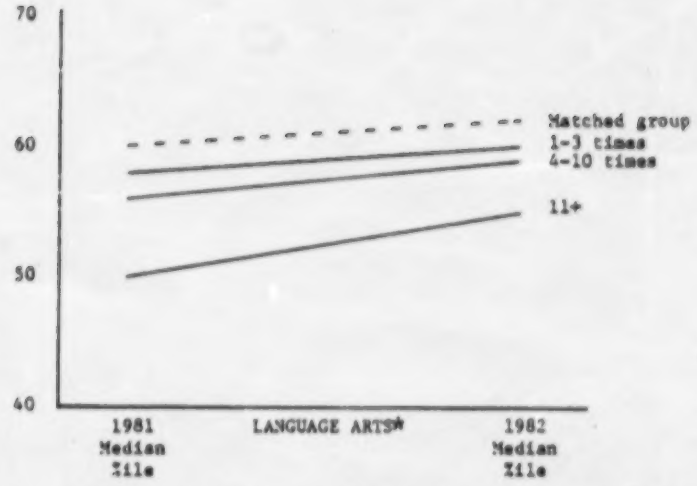


Figure H-2. GRADE 10 STEP MEDIAN PERCENTILE SCORES FOR STUDENTS ATTENDING THE WRITING LABS 1-3 TIMES, 4-10 TIMES, 11 OR MORE TIMES, AND AISD MATCHED GROUP FOR 1981 AND 1982.

*Language comparisons must be made with caution. The section of the STEP administered in 1981 (English Expression) is different than the one administered in 1982 (Mechanics of Writing).

GRADE 11
STEP

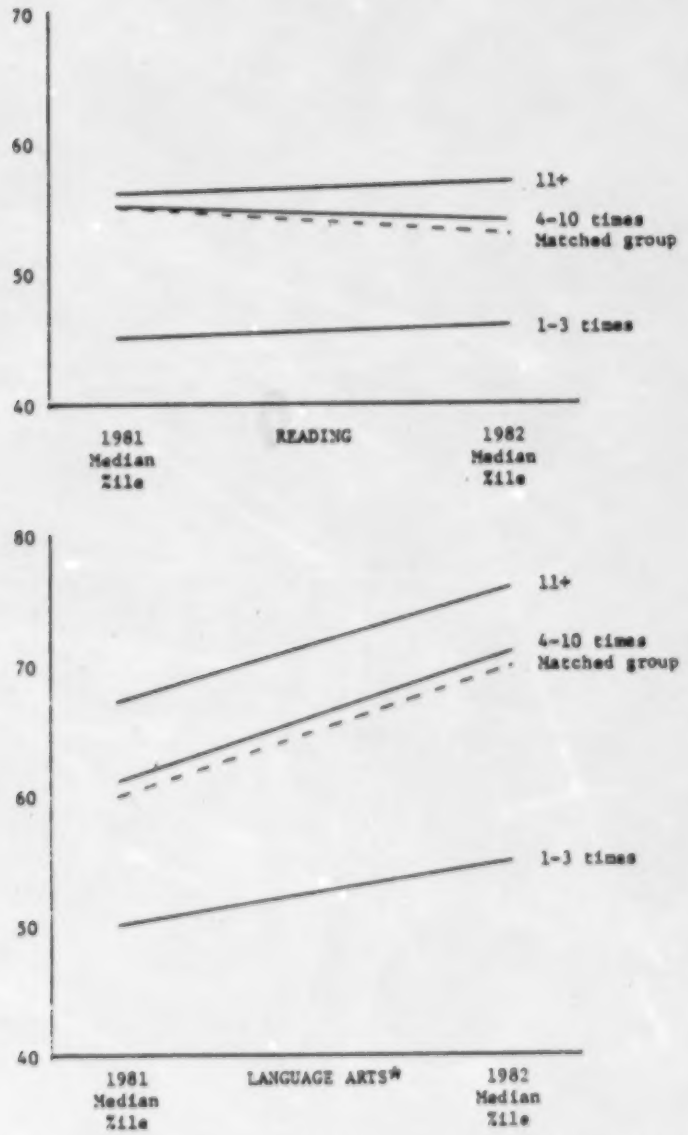


Figure H-3. GRADE 11 STEP MEDIAN PERCENTILE SCORES FOR STUDENTS ATTENDING THE WRITING LABS 1-3 TIMES, 4-10 TIMES, 11 OR MORE TIMES, AND AISD MATCHED GROUP FOR 1981 AND 1982.

*Language comparisons must be made with caution. The section of the STEP administered in 1981 (English Expression) is different than the one administered in 1982 (Mechanics of Writing).

GRADE 12
STEP

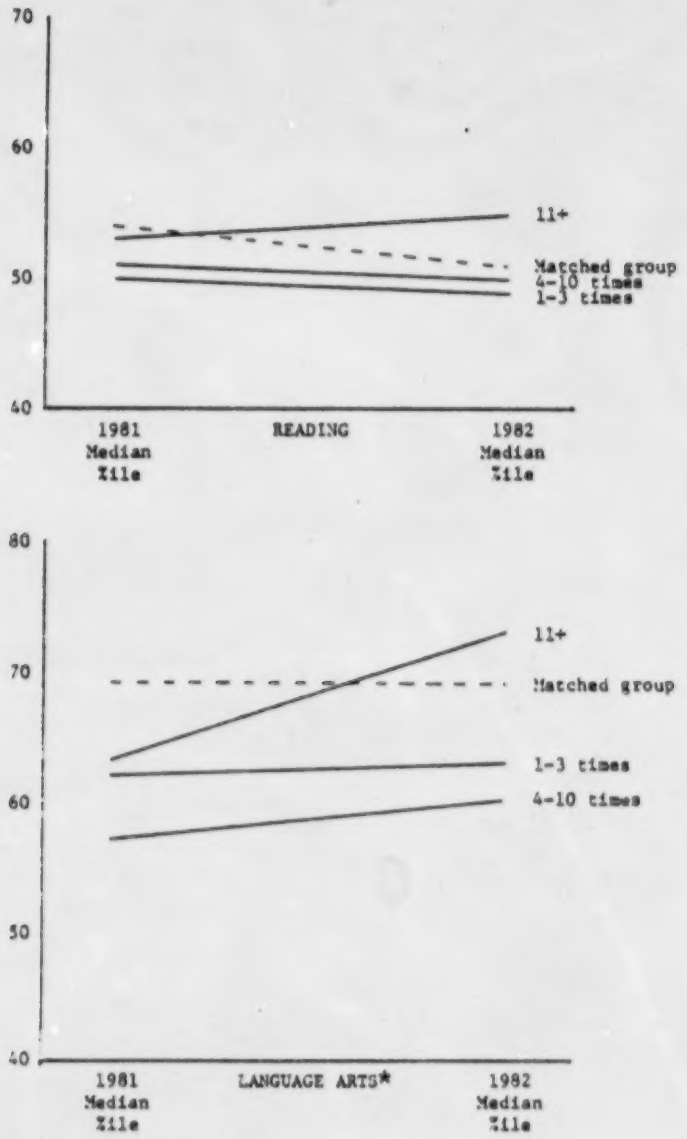


Figure H-4. GRADE 12 STEP MEDIAN PERCENTILE SCORES FOR STUDENTS ATTENDING THE WRITING LABS 1-3 TIMES, 4-10 TIMES, 11 OR MORE TIMES, AND AISD MATCHED GROUP FOR 1981 AND 1982.

*Language comparisons must be made with caution. The section of the STEP administered in 1981 (English Expression) is different than the one administered in 1982 (Mechanics of Writing).